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ABSTRACT

The social studies curriculum guide for kindergarteners is based upon the idea that thinking is sequentially learned and developed. The aim of the program is to help children develop the tools of reasoning. Emphasis is on the introduction of cognitive tasks involving concept formation and requiring students to list, group, identify, and label items; interpret, infer and generalize; apply known principles and facts to unfamiliar phenomena; and to predict consequences from known conditions. Each of the cognitive tasks is explained in greater detail in relation to overt activity, covert mental operations, and eliciting of questions. Six units of varying length which involve more than several days are presented. It is recommended that the units gradually move toward greater depth and longer duration and that by the end of the year the units will involve children for several weeks. Seasonal units are presented to help the children document and generalize the concept that change is constant in the world. A unit on "Me, Myself and I" helps children to see themselves realistically. Two family units, one on "The Family" and another on the "Japanese Family", are presented to illustrate similarities and differences in families. Additional materials for each unit include general reference books, fingerplays, and poetry. (Author/SJM)

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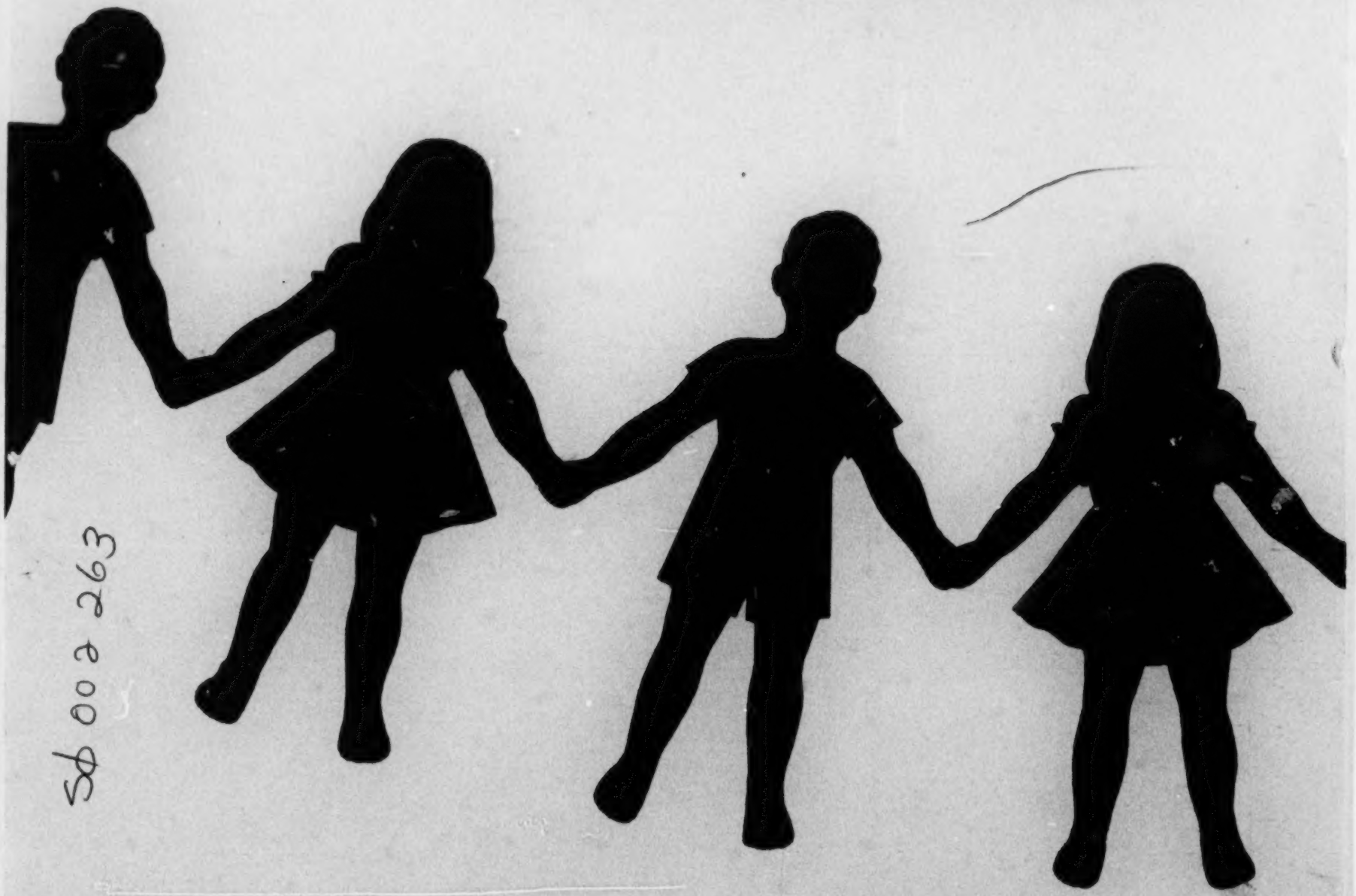
KINDERGARTEN CURRICULUM GUIDE



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FOR THE SOCIAL STUDIES

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DEVELOPED FOR THE
MID-PRAIRIE
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FOREWORD

This curriculum guide is the result of a year long study by the elementary social studies committee of the Mid-Prairie Community School District. A special word of thanks is due Mr. Dean Curtis, Superintendent, and Mr. Richard Van Hoozer, Elementary Curriculum Director, of the Mid-Prairie Community School District for allowing us permission to print and distribute this curriculum guide.

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OVERVIEW

Recent research indicates that thinking is learned and that it develops sequentially. The effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" the individual has had. Benjamin Bloom, in his review of the research on intellectual developments, states that half a child's total capacity for cognitive functioning is developed by or about age 4, and 80% by or about age 8. His findings also indicate that capacity which is not developed is lost forever; therefore, curriculum work be concerned with capacity development at the time when concern will count most. One task in education is then to provide systematic training in thinking processes to help students acquire the skills that are necessary for thinking independently and productively.

Piaget states that concrete operational thought must be mastered before formal symbolic thinking is possible. These sequences are dependent not only on the maturation of thought brought about by the child's increasing years but also upon mastery of the specific aspects of thinking. The objective of this kindergarten program is to help the students acquire the tools of reasoning;--therefore, the teacher must not supply what the students can and must supply themselves. For example, if the teacher gives a basis for classification he denies the students the opportunity to develop a scheme for classifying. If the teacher gives a generalization, he deprives the students the practice in processing data and in generalizing. Such acts by the teacher inhibit the development of independent thinking.

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Hilda Taba in Teachers Handbook for Elementary Social Studies identifies the following cognitive tasks:

Cognitive Task I: Concept Formation
Cognitive Task II: Interpreting, Inferring and Generalizing
Cognitive Task III: Application of Principles

It is our belief that kindergarten children do and can be helped to improve their thinking skills. Each of the cognitive tasks is explained in greater detail in relation to Overt Activity, Covert Mental Operations, and Eliciting Questions.

Cognitive Task I: Concept Formation

Overt Activity	Covert Mental Operations	Eliciting Questions
1. Enumeration and listing	Differentiation	What did you see? Hear? Note?
2. Grouping	Identifying common properties. Abstracting.	What belongs together? On what criterion?
3. Labeling, categorizing	Determining the hierarcical order of items. Super - and sub-ordination.	How would you call these groups? What belongs under what?

Concepts are formed as students respond to questions which require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; (5) to subsume items that they have enumberated under those labels. Each of these steps is necessary prerequisite to the next. In this kindergarten program it will be necessary that many and varied pictures and concrete items are present in the classroom for the children to group, label, and place in a hierarchieal order. For example, the neighborhood walks to be taken in connection with each seasonal unit will provide an experience in concept formation. The questions after the walk need to call for listings of various data.

What did we see on our neighborhood walk?

What did we hear on our neighborhood walk?

What did we collect on our neighborhood walk?

Following the walk, questioning will center around questions to elicit grouping.

What do you see on our bulletin board that belong together? The groupings suggested by kindergarteners will not be of the type that list things exclusively such as "buildings", "tools", "flowers". Most will be of a more functional level such as "birds and seeds", "squirrels and nuts", "snow and snowmen", because the children are operating at a level where they see things functioning together. They put together what happens.

It is also necessary that the children discover that any single item has many characteristics and can be grouped in many ways. Any one of an item's multiple qualities can be used as the basis for grouping. Many opportunities must be provided for the children to label, categorize, and re-order. The seasonal units provide innumerable opportunities for the children to work with the task of grouping and labeling. Examples from the winter unit include:

Winter Fun
Winter Fun for Children
Winter Fun for Grown-Ups
Winter Work for Children
Winter Work for Grown-Ups
Winter Clothing
Winter Clothing for Children
Winter Clothing for Grown-Ups
Winter Clothing for Animals
Winter Foods
Winter Foods for Birds
Winter Foods for Animals
Winter Foods for People
Winter Foods for Children

Congitive Task II: Interpreting, Inferring, and Generalizing

Interpretation of Data

	Overt Activity	Covert Mental Operations	Eliciting Questions
1.	Identifying Points	Differentiating	What did you notice? What did you see? Find?
2.	Explaining Items of Identified Information.	Relating points to each other. Determining cause and effect relationships.	Why did so--and--so happen?
3.	Making Inferences	Going beyond what is given. Finding implications, extrapolating.	What does this mean? What picture does it create in your mind? What would you conclude?

Kindergarteners can, when presented with concrete opportunities, identify the points in data, differentiate between the relevant and irrelevant, discern cause and effect relationships, and generalize. It is important that the children be provided opportunities to go beyond the data of the picture, film, or filmstrip and make inferences.

Cognitive Task III: Application of Principles

This task is that of applying known principles and facts to unfamiliar phenomena or to predict consequences from known conditions. Usually a task of this type occurs at the end of a sequence or at a point in a unit where the children have developed the facts and generalizations they need for application to the new task.

Application of Principles

	Overt Activity	Covert Mental Operations	Eliciting Questions
1.	Predicting consequences. Explaining unfamiliar phenomena. Hypothesizing.	Analyzing the nature of the problem or situation. Retrieving relevant knowledge.	What would happen if...?
2.	Explaining, and/or supporting the predictions and hypotheses.	Determining the casual links leading to prediction or hypothesis.	Why do you think this would happen?
3.	Verifying the prediction.	Using logical principles or factual knowledge to determine necessary and sufficient conditions.	What would it take for so--and--so to be generally true or probably true?

This process of hypothesizing and predicting consequences via applying known facts and generalizations invites a greater degree of divergence than do the other two cognitive tasks. This task offers the greatest possibility for creative use of knowledge. It is easy to encourage fanciful speculation that is not supported by facts or logic. It is therefore necessary that kindergarten children are challenged to produce ideas based on facts and logical thinking.

The content for the kindergarten program was chosen in relationship to the materials and activities available to the teachers and in relationship to the cognitive skills which will be developed through it. The content will be used by the teachers in a unit approach. These units will be of varying length but all will involve more than several days. A well-developed social studies unit should, by the end of the year, be able to hold the children's attention and actively involve the children for several weeks. The social studies program like all areas of the kindergarten curriculum must constantly move toward greater depth and longer time periods. Units utilized in the spring must be more in-depth and of longer duration than those presented in the fall.

The units on the seasons have been included in the kindergarten program as the vehicle for the children to use to document and generalize that change is constant in the world. The study of the seasons is used to help the children realize that change occurs in their lives and that these changes affect their lives, the lives of their families, their school life, and their environments. It is imperative that each seasonal study end with the children developing a summary chart and that these charts be kept throughout the entire year. Near the end of the year, the charts will be used as the source from which the children will make comparisons and generalizations about their first year in school.

One of the first activities of the year will be brown paper drawings of each child. These drawings are to be kept by the teacher until the end of the year when a second drawing will be made. The drawings are also to be used as source material from which the children will generalize that they not only have changed physically but that the quality of their work (motor - co-ordination) has changed throughout the year.

It is intended that during the unit on the seasons the children take a neighborhood walk noting changes and collecting specimens. Emphasis during the fall walk should center on the sense of sound; the sense of touch during the winter walk; and the sense of sight during the spring walk. Upon return to the classroom, the children should list the sounds heard; colors seen or feelings felt during the walk.

Any emphasis placed on holidays should be in relation to the units related to the seasons. Symbols and signs for the holiday to be emphasized may be placed on the appropriate seasonal summary chart. Suggestions for possible holiday activities have been included with the seasonal units.

Fingerplays and poetry are included with each unit. These materials are included as supplementary materials to be used by the teacher if she so desires.

UNIT PATTERN

It is intended that the units be implemented in the following pattern. Therefore, the first three units would take place during the first semester and the last three during the second semester. It is also recommended that with the adoption of the social studies curriculum, science and social studies units be staggered. This will allow the teacher and children to concentrate on social studies for several weeks and then to concentrate on a science unit.

The value of the units is in the process or way of thinking that is presented to the child. The concepts which are developed result as the children apply patterns of thinking to social studies content.

Fall

Me, Myself and I

Winter

Families

Japanese Family

Spring - Summer

FALL UNIT

OBJECTIVES - SEASON UNITS

To be able to name the four seasons.

To construct a chart or bulletin board for each season illustrating how the change in seasons affects peoples lives: clothing, daily activities, disposition, school life, food and physical health.

To identify how the change in seasons affects the foods we as well as those available from the local community.

To compare the amount of sunlight present in fall, winter, and spring and to conclude that the amount of daylight decreases in the fall and increases in spring.

To construct charts or bulletin boards to illustrate how the change in the seasons affects animals: the animals one sees; physical changes in the animals such as size and animal families; the foods animals eat; changes in size.

To identify and document that change constantly takes place in the world.

To illustrate how the four seasons differ.

To identify the changes that characterize each season.

To illustrate how the change in seasons affects the life of the children - clothing, daily activities, disposition, school life, foods available, and foods we eat.

To identify how the change in seasons affects families - a family's work and a family's fun.

To recognize that change is constant and to identify how people and animals prepare for the change in seasons.

To document that days get shorter in fall and longer in spring.

GENERAL REFERENCE BOOKS

SEASON UNITS

Abisch, Roy., Open Your Eyes. (FIC)

Fisher, Aileen., Going Barefoot. (FIC)

Fisher, Aileen., In the Woods, In the Meadow, In the Sky. (FIC)

Fisher, Aileen., I Like Weather. (FIC)

Fisher, Aileen., Like Nothing at All. (FIC)

Kuskin, Karla., The Bear Who Saw the Spring. (FIC)

Mizumura, Kazue., I See the Winds. (FIC)

Sendak, Maurice., Chicken Soup With Rice. (FIC)

Shapp, Charles., Let's Find Out What's Big & Small. (FIC)

Showers, Paul., Find Out by Touching. (FIC)

Showers, Paul., The Listening Walk. (FIC)

Warburg, Sandol., Curl Up Small. (FIC)

Wright, Ethel., Saturday Walk. (FIC)

Zion, Gene., All Falling Down. (FIC)

Zolotow, Charlotte., A Tiger Called Thomas. (FIC)

FALL UNIT

MOTIVATION TO FALL UNIT

The study of the fall unit should begin with reference to summer and summer activities so that the children have a basis for identifying the changes that occur from summer to fall. As motivation to the unit the children should be shown flat photographs or magazine pictures depicting summer activities (children at the swimming pool, people on a picnic, people eating summer foods--watermelon, strawberries--, people perspiring from summer heat. The filmstrip "Summer is Here" [File B, Drawer 6] could also be used). The children should be provided an opportunity to identify and label the activities shown in the picture and the children should be asked if any of them have been swimming or on a picnic in the last few days.

The teacher should establish group agreement that the children haven't participated in these kinds of activities recently. The questioning should then include "why" people are no longer swimming, etc. It is important here that the children are presented with the idea that fall or autumn is coming. Next the teacher should help the children set the purpose of their study which should center around "How can we tell that fall is coming? What happens when fall comes?" The children should be encouraged to list all of the things that happen in the fall. The children's ideas should be recorded by the teacher and later transferred to a chart which the children can refer back to. The basis for the study then becomes the children documenting in as many ways as possible that fall is indeed upon them.

Of the following activities, as many as possible should be used with the children before they attempt to summarize their findings on the 'fall chart'.

ACTIVITIES - FALL UNIT

- - - Have the children make brown paper drawings of each other. The children will need to work in pairs; first one child drawing around his partner who lays on the paper on the floor; and then reversing the tasks. Each child should then dress his own drawing, put in his facial features, and make it as detailed as he wishes. These drawings are to be kept by the teacher until the spring unit when a second drawing will be made. As the children compare their drawings they will be able to generalize that not only have they changed physically, but also that the quality of their work has changed throughout the year.

- - - Note the following on the calendar: the temperature and whether it was dark when the children got up and/or dark when the children ate supper. This will reinforce the concept that days get longer and shorter.

- - - Record the temperature using both an indoor and outdoor thermometer on the first day of school. Keep the temperature readings by the week and place them on the season charts as they are developed. The temperature should be recorded every week on the same day - (the day that school began). (The day school began should be marked on the calendar at the beginning of each month, too.)

- - - Measure the length of several children's shadows within the first week of the unit. Place the measurement of the length of the shadows on the chart for summer. Such measurements will enforce the concept that the length of days changes with the season.

- - - The bulletin board "Wildlife Near Our School", should be developed by the children after the neighborhood walk. The pictures and captions designed by

the children should be placed with the chart.

FALL WILDLIFE NEAR OUR SCHOOL		
INSECTS	BIRDS	ANIMALS

A chart or bulletin board can also be developed entitled, "Things I Know About the Wildlife in My Community in Fall". These charts can be used as summaries of things the children have learned about the wildlife and about the seasons.

- - - Make a chart "Who Cares About the Weather". Have the children determine if the work of their fathers and mothers is affected by the weather. List as many people as the children can think of whose work is affected by the weather.

- - - A bulletin board, entitled, "All kinds of Weather" can be developed by the children. The children can collect pictures showing as many kinds of fall weather as they can find and place them on the bulletin board. One of the pictures should then be chosen to illustrate each day's weather. A tally mark should be placed under or beside each picture to illustrate the number of sunny, cloudy, and rainy days.

- - - The simple explanation of rain and hail which Dr. Branley makes in the book, Rain and Hail, should be presented to the children during the fall unit. The author explains how water on earth changes to vapor, rises, cools, and condenses as raindrops or as hailstones.

- - - To show how seasons change, the class should keep a tomato worm in the classroom through the winter. To observe the development of the tomato worm through the winter the following materials will be necessary: a tomato worm or sphinx moth caterpillar, a daily supply of tomato leaves, a container of soil, and an insect cage. Find a tomato worm or a tomato plant in a garden. Place the worm in an insect cage, supplying it daily with fresh tomato leaves. Put a box of soil in the cage. The caterpillar will burrow into the soil to pupate. During the winter, occasionally dig out the pupa for observation. Note the long, slender projection that houses the tongue. Cover the pupa with soil after each observation. Observe the sphinx moth that emerges from the pupa.

- - - Make a collection of rainy, snowy and sunshiny pictures. Then have the children group their pictures according to the scene illustrated. Each group of children should then label the various categories of pictures that they located.

- - - Bring to class a newspaper which contains several advertisements for clothes and recreational equipment. Discuss what the advertisements tell us about the season. One advertisement should be clipped and put on each seasonal chart as they are developed through the year so that they can be used as documentation at the end of the year that not only do seasons change, but also that the needs and wants of people change through the year.

- - - Have the children make drawings of the clothing they wear in the fall. Place these pictures on the bulletin board and have various children group the pictures according to:

Clothes Boys Wear in Fall

Clothes Girls Wear in Fall

Clothing We Wear for Warmth in Fall

- - - Take a neighborhood walk. Have each child carry a paper bag with his name on it. Allow the children to collect specimens of the things observed on the walk. It would be extremely valuable if the teacher carries a polaroid or other small camera and takes photographs of the various things the children observe. The items collected should be the reference for a discussion later about the activities of people and other living things in the neighborhood during the fall. The fall walk should emphasize the kinds and numbers of sounds heard during the walk.

Questions to explore on the walk:

What kinds of sounds do we hear in fall?

Who or what makes the various sounds?

What animals can we see in the fall?

What kinds of work do people do?

What is happening to the grass, trees, & gardens?

- - - Students and teacher can list nature sounds heard on the walk and the children could make illustrations to accompany the list.

- - - Allow students to make a picture of something they heard on the walk. The teacher should write a sentence dictated by the student about the picture. These pages should be combined into a book for children to read and enjoy. Allow the children to take the books home.

Summarization of Fall Unit:

The summarization of the unit should center around the construction of the Fall Chart. The children should be encouraged to find pictures or draw pictures to illustrate what they have learned during the unit.

Fall Work

Fall Fun

Fall Clothing

Fall Wildlife

Fall Work in School

REFERENCES: JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

Adams, Florence. High Days and Holidays. (394.2 ADA)

Barksdale, Lena. The First Thanksgiving. (FIC)

Branley, Franklyn. Rain & Hail. (551.5 BRA)

Buff, Mary. Dash and Dart. (599 BUF)

Burnett, Bernice. First Book of Holidays. (394.26 BUR)

Dalgliesh, Alice. The Thanksgiving Story. (394.2 DAL)

Gay, Zhenya. Nicest Time of Year. (FIC)

Hader, Bertha. Two is Company, Three's a Crowd. (FIC)

Kumin, Maxine. Follow the Fall. (FIC)

Lenski, Lois. Now It's Fall. (FIC)

Patterson, Lillian. Halloween. (394.26 PAT)

Purcell, John. The True Book of Holidays and Special Days. (394.2 PUR)

Sandburg, Helga. Joel and the Wild Goose. (FIC)

Tresselt, Alvin. Autumn Harvest. (FIC)

Tudor, Tasha. Pumpkin Moonshine. (FIC)

Wyndham, Lee. Thanksgiving. (394.26 WYN)

Films: Joint County Instructional Materials Center

630.1 AUT	Autumn on the Farm
525.5 CHI	Children in Autumn
591.5 ANI	Animals in Autumn
595.7 MON	Monarch Butterfly Story

Films: Consignments Films are also available from the Joint County Instructional Materials Center.

Filmstrips (Mid-Prairie Elementary Library - Wellman)

17	Autumn is Here	File B Drawer 6
8	Seasons	File B Drawer 6
5	Seeds and Seeds Sound	File B Drawer 5
5	Our Weather	File C Drawer 4

P O E T R Y

On an Autumn's Night

At the meadow's edge
where the pond is bright
frogs sink down
on an autumn light
under the mud
and out of sight
before the world
turns cold and white
the storm windows cover
the pond up tight.

Aileen Fisher

Autumn Leaves

One of the nicest beds I know
isn't a bed of soft white snow,
isn't a bed of cool green grass
after the noisy mowers pass,
isn't a bed of yellow hay
making me itch for half a day --
but autumn leaves in a pile that high,
deep, and smelling like fall, and dry.
That's the bed where I like to lie
and watch the flutters of all go by.

Aileen Fisher

Rain of Leaves

It's raining big,
it's raining small,
it's raining autumn leaves
in fall.

It's raining gold
and red and brown
as autumn leaves
come raining down.

It's raining everywhere
I look.
It's raining bookmarks
on my book!

Aileen Fisher

Windy Tree

Think of the muscles
a tall tree grows
in its leg, in its foot
in its wide-spread toes--
not to tip over
and fall on its nose
when a wild wind hustles
and tussles and blows.

Aileen Fisher

Who Has Seen the Wind

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

Christina Rossetti

Autumn Woods

I like the woods
In Autumn
When dry leaves hide the ground,
When the trees are bare
And the wind sweeps by
With a lonesome rushing sound.

I can restle the leaves
In autumn.
And I can make a bed
In the thick dry leaves
That have fallen
From the bare trees
Overhead.

James S. Tippett

The Little Maple

Little gray tree
like a skeleton,
how green you were
this summer.
What a rustling rippling sound you made
in the wind.

Little tree
how you flamed!
How you were gay
before you turned
so stiff and gray.

Charlotte Zolotow

Brooms

On stormy days
When the wind is high
Tall trees are brooms
Sweeping the sky.

They swish their branches
In buckets of rain,
And swash and sweep it
Blue again.

Dorothy Aldis

Fall

The last of October
we close the garden gate.
(The flowers have all whithered
that used to stand straight.)

The last of October
we put the swings away.
The porch looks deserted
where we liked to play.

The last of October
the birds have all flown,
the screens are in the attic,
the sandpile's alone.

Everything is put away
before it starts to snow . . .
I wonder if the ladybugs
have any place to go?

Aileen Fisher

Treetop Ballet

In the fall of the year
When the wind wants to play,
The trees dance a very
Graceful ballet.

Bowing and bending
Their uplifted arms,
Twisting and turning
Their bright bolden charms,
They sway and they swirl
In the crisp autumn air --
Scarcely aware that
I'm standing there.

Claryce Allen

The Leaves Fall Down

One by one the leaves fall down
From the sky come falling one by one
And leaf by leaf the summer is done
One by one by one by one.

Margaret Wise Brown

Fall of the Year

The animals began to grow more fur,
The grey kitten sat by the fire to purr,
South flying birds passed overhead,
The leaves turned brown, the leaves turned red,
Then they tumbled down and blew away
Over the frosty ground all in one day.

Darkness came before the night,
The air grew cold enough to bite,
Chrysanthemums were shaggy yellow,
The pumpkin looked a fierce old fellow,
The world's on fire in the cold clear air
Autumn, autumn everywhere.

Margaret Wise Brown

How?

How do they know --
the robins and larks --
when it's time to return
to the meadows and parks?

How do they know
when the fall is still here
it's the "thing" to go south
that time of the year?

Do you think that a bird
is just smart, or, instead,
that he carries a calendar
'round in his head?

Aileen Fisher

F I N G E R P L A Y S

Five Little Squirrels

Five little squirrels sitting in a tree	(Hold up right hand)
The first one said, "What do I see?"	(Fold thumb under)
The second one said, "I see a gun."	(Fold index finger under)
The third one said, "Let's run!"	(Fold middle finger under)
The fourth one said, "I'm not afraid."	(Fold ring finger under)
The fifth one said, "Let's hide in the shade."	(Fold little finger under)
Then, "Bang" goes the gun	(Clap hands)
And away the squirrels run!	(Put hands behind body)

Fall

1 little leaf, 2 little leaves
3 little leaves today
4 little leaves, 5 little leaves
Blow them all away.

Way up in the apple tree
2 little apples did I see.
I shook the tree as hard as I could
And down came the applies.
M - m - m - m - m were they good.

Falling, falling, falling
Almost to the ground,
Raise them quietly
Twirl them round and round
Faster, faster, faster, faster
Slower, slower, slower, slower
Fold them in your lap.

The Squirrel

Here are the brown leaves fluttering down (both hands)
Here is the tall tree bare and brown (life hand, fingers outspread)
Here is the squirrel with eyes so bright (right hand, running here and there)
Hunting for nuts with all his might.
Here is the hole where day by day
Nuts and nuts he stores away
When winter comes with cold and storm
He'll sleep curled up all snug and warm. (right hand curled up for sleeping squirrel in branches of tree)

ME, MYSELF, & I UNIT

ME, MYSELF AND I

UNIT OBJECTIVES

To learn that boys and girls are alike in some ways and different in others.

To provide an opportunity for each child to look at himself and to document his likes and dislikes.

To determine what a friend is, how to make a friend, and the kinds of activities one can do with a friend.

To determine and document how people communicate with one another.

To determine how we communicate without talking or writing - through pantomimes, smiles, frowns, body gestures.

To help the children see themselves more realistically.

To learn that other children have similar concerns.

To express some of one's feelings about growing up.

MOTIVATION TO ME, MYSELF AND I UNIT

The books, Peter Goes to School, by Wanda Rodgers House, Let's Be Friends, by Bernice Bryant, or Almost Big Enough, by Jean Tamburine should be used to motivate the children to consider themselves. After reading the poem, "Everybody Says" by Dorothy Addis the children should take a look at themselves. The poem "Me" may also be used as motivation.

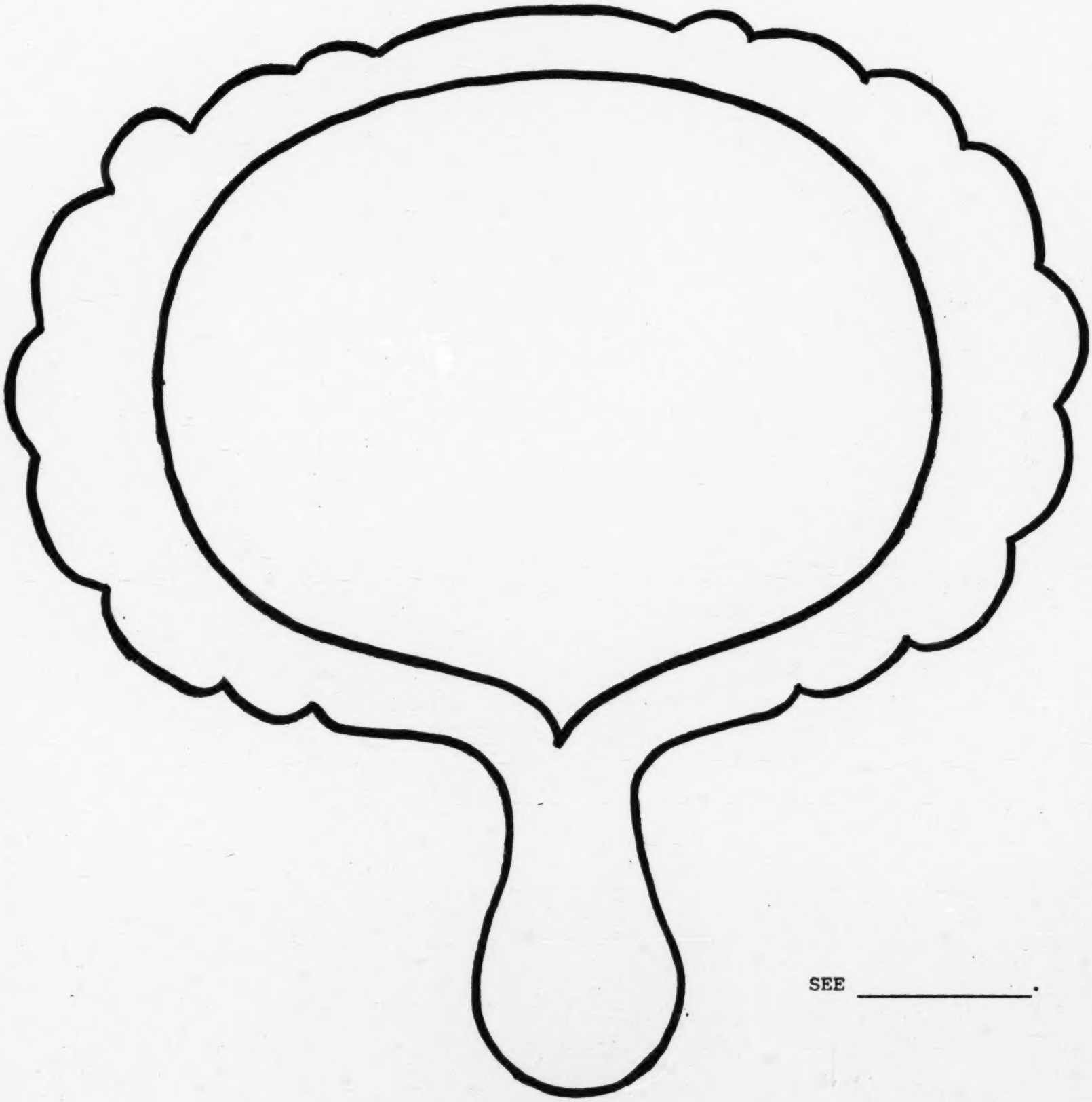
Me

My two eyes are winkers,
My one head a thinker,
My two ears are hearers,
My ten fingers are feelers,
My one nose a smeller,
My two lips are tellers,
My two feet are walkers,
My one tongue is a talker,
Winkers, thinker,
Hearers, feelers,
Smeller, tellers,
Walkers, talker -
Now you see a picture of me.

Everybody Says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's.
But I want to look like me.

I LOOK AT MYSELF.



SEE _____.

ACTIVITIES - ME, MYSELF AND I UNIT

- - - Have the children draw themselves as they see themselves, "I Look at Myself." Those who can write their names can finish with "See _____." or the teacher can help the child with his name. These drawings should be placed on the bulletin board. During another session, the children should be grouped around the bulletin board and presented with the problem of determining as many ways as they can think of that all the children in the class are alike. The children's drawings should be used as reference material as the teacher lists the children's ideas on a chart. After the listing has been made, time should be taken for the children to attempt to group their ideas into similar categories. This may be difficult for the children the first time but they need many opportunities in the stages of concept formation to enumerate, list, group, label, and categorize. The teacher must accept that the children's categories may differ from year to year in relation to the children's choice of words although they will probably be similar to "Our Features", "Our Clothing", and "Our Body Parts".

- - - Prepare a bulletin board of pictures accenting feet: running, jumping rope, riding a bicycle, anything that feet can do. Collect shoes of many sizes and kinds including those of other lands and people. It is important that the bulletin board pictures contain not only white children but Negroes, Africans, Indians, Asians, etc. as a background for understanding that people the world over have similar uses for their feet.

"Feet"

Feet are handy, there's no doubt.
They help a person get about.
A chicken, which has only two,
Stands on one to sleep. Can you?
Bats hang upside down with theirs
While they sleep. A duck's foot wears
A useful web between the toes.
To swim or dive with when it goes -
In water. Eagles carry food
To the nest from field or wood
With theirs. All quadruped have four,
And would look queer with any more.
A horse's foot is called a hoof,
And it is well to stay aloof.
From that. It can be used for
kicking. Squirrels' forefeet are used for picking
Acorns and nuts. Cats' feet are "paws",
And some come equipped with pads and claws.
For catching mice they're simply grand.
A camel's feet can walk on sand.
Feet are useful things indeed;
Each creature's meets a special need.

The children should attempt to determine as many things as they can think of that they can do with their feet. The teacher should list them. After the children have made their listing, the teacher should draw their attention to the bulletin board and attempt to match their ideas with a picture on the bulletin board.

"Uses of Feet"

Climbing
Swinging
Walking
Running
Skipping
Galloping
Hopping
Pushing
Pulling
Sitting
Sliding
Skating
Swimming
Dancing

- - - The children should then be encouraged to build a bulletin board accenting hands. The children should look for and bring to the classroom pictures showing the things that hands can do. (Examples: playing musical instruments, reading braille, tying shoes, catching a ball, etc.) After the children have listed the uses of hands and determined that all people use their hands, in many and different ways, the children should be presented with the problem of how <u>they</u> can show that not all hands are alike. (The ideal solution to the problem being that the children make hand drawings (trace around the hands) of their friends, family members and their acquaintances to show that hands differ in shape, size, and color.

- - - After working with the common but diverse uses of hands among men, Theme 1 - The Unity and Diversity of Man of the Harper Row Primary Social Studies Discussion Pictures should be used. The teacher in using the pictures should guide the children's thinking by asking questions (illustrated in the manual - pages 26-31) to introduce discussion, to facilitate identification and interpretation, to aid analysis of human activity, and to increase identification with human feelings. It is extremely important that the teacher consider the questioning technique section of the manual cited. Through the use of Theme 1 the children may frame the generalization that "All people have to have water. People use water in many ways." The children's generalization about water should then be related to their work with hands and feet with the children generalizing that people are alike in many of their ways and needs.

- - - <u>The Important Book</u> by Margaret Wise Brown should be used to reinforce the idea that I am important just because I'm me. After reading

the book, the children can determine what is important about me. What Can I Do? The children can then make drawings to show the things they can do that make them themselves.

- - - Language activities could revolve around another drawing, "Something About Me". The poem, "And...I Like" can be used as motivation for drawings entitled "Something About Me". Their drawings may center around my toys, games I play, my pets, or my friends.

"And...I Like"

When I wake up in the morning,
I like a little sun;
I like a little laughter, and
I like a little fun.

and

I like a little song that
is very light and gay;
I like a little tune to
brighten up my day,

and

I like a little friend to
come and play with me.
I like a little swing in
the shade of a tree.

and

I like a little cooky with
a raisin hidden in it.
(I think I'll have another
in a very little minute.)

"Something About Me"

I am _____.

- - - Write the following headings on the board. The sense words could easily be replaced by pictures illustrating the senses. The children would then be able to read the sentences.

I like to taste _____.

I like to go to _____.

I like to feel _____.

I like to read _____.

I like to watch _____.

I like to hear _____.

I like to smell _____.

Allow many children to respond to the same sentences saying things they like. Then present each child with sheets of paper containing two of the sentences and instruct the children to finish the sentences by drawing a picture. As the children finish their drawings, the teacher should fill in the words for each child's dictation.

- - - After the "I Like" drawings have been made the poem, "I Don't Like, I Don't - I Don't, I Don't", should be used to encourage the children to realize that not everyone likes all the same things and that we all have dislikes.

I hear a million don'ts a day.
No matter what I do they say . . .

Now don't do this,
And don't do that,
Don't interrupt,
Don't tease the cat.
Don't bite your nails,
Don't slam the door,
Don't leave those messes on the floor
Don't shout,
Don't fight,
Don't spill your food.
Now don't talk back
And don't be rude.

Don't let the dog climb on your bed,
And don't forget what I just said.
Don't track in mud,
Don't slip,
Don't run.
Don't lose your cap,
Don't point that gun.
Don't touch the tray
Don't tear your clothes,
And Don't forget to blow your nose,
Don't go too far,
Don't climb that tree,
And don't fall down and skin your knee.

I don't like don't one little bit.
Look! Now they've got me saying it!

I Don't Like ....

I am _____.

Allow the children to make "I Don't Like" drawings. A bulletin board entitled "We Like...and We Don't Like..." can be developed.

- - - Time should be taken to compare the likes and dislikes of the class in general. Also the children should compare the likes and dislikes of the boys as opposed to those of the girls. The children should struggle with the question of why boys and girls do not like all of the same things and should be presented with the question of "What would happen if all children liked all of the same things?"

- - - The children should then be presented with the problem of stating all the ways that they can think of that could express their enthusiasm about a new toy to someone in the class. How would we be able to show someone that we liked his new toy?

talking

writing

making pictures

gesturing

facial expressions

hugging or patting

whistling

clapping our hands

snapping our fingers

sounds

The purpose of the activity is to help the children see that people communicate in many ways. Time should be allowed for the children to role play various ways of communicating.

- - - A compilation of pictures showing the various emotions that people express should be made by the teacher. Each child should then be given a series of pictures and asked to determine what the people in the pictures are saying by the expressions on their faces. A bulletin board collection of pictures should be made with the children's labels below the pictures. The bulletin board might be entitled, "People Tell Us Many Things Without Saying a Word". Time should also be spent with the children determining which ways of communicating used most often and when/why we use different ways of communicating? The child-

ren should be given opportunities to role play situations showing how they tell people things without saying a word. For example, how to express "We Missed You" or "We Need You." The children should also analyze and role play the effect of living near (at home and in the classroom) happy, angry, or sad people. Time should be taken to consider that not only "What I Say", but also "How I Say It" affects people.

- - - Man's Pursuit of Happiness - Theme 16, Harper & Row Primary Social Studies Discussion Pictures, should be used in the Me, Myself, and I unit to help the children realize that man searches for happiness in many ways and many places and that what happiness is for one person may not be happiness for another. After helping the children describe the action of each of the pictures, the children should be asked to determine how they think the children in the pictures feel. The aim of the pictures is to help the children generalize that happiness can be many things and that happiness need not be attached to the possession of material goods. After working with the pictures of the theme, the children should be provided papers to make "Happiness Is...." pictures. As each child finishes his picture, the teacher should label or title each picture and display the pictures so that all the children can examine them. Another session could center around the children listing and the teacher recording the ideas the children have recorded in their pictures. Time should then be taken for the children to work on the cognitive level of classifying by having the children determine pictures that are similar and by having the children determine a title for the grouping they have made. (For example - pictures of a dog, a bird, and gold fish might be grouped together by the children under the title or category of pets.)

- - - The theme pictures centered around Man's Curiosity About his World and Search for Meaning in Life - Theme 12 should be used in the Me, Myself Unit as the children consider various emotions. As the teacher shows the picture, she should ask the children to consider and determine what the boy or children in each picture is thinking. As the children explain each picture, they need to consider why they think the boy feels a certain way and what in the picture indicated what the boy is thinking. The teacher should ask the children to recall what they have done when they have come upon something unfamiliar and how they consider why they themselves are sometimes excited or frightened by the unknown. The children should be encouraged to state all the ways they can think of to find out about an object (the use of all the senses). Thoughts and feelings should also be exchanged about why people are curious and how a person's curiosity can sometimes get one in trouble. The children should be encouraged to bring to the classroom objects which they have found interesting, such as rocks, arrowheads, fossils, or rusty old tools. The children should be encouraged to share their interesting items during show and tell.

- - - The children should, as a group, consider with the teacher the following aspects of emotions. The emotions could be considered by the group as a whole or the children could illustrate their individual feelings.

Kinds of sounds and their effects on me:

Sad or Lonely

ex. fog horn

ex. ambulance

ex. wind whistling

Happy or Comfortable

ex. mother singing

ex. music box

ex. church bells

ex. records

Fears

Fear of dark

Fear of surprise

Fear of unknown

Fear of the unexplained

Worry

That some children might hurt you

That you might be late to school

That you might lose your lunch money

That a playmate won't treat you right

That you won't often win in games

That you are too short, too tall, or too fat

That some other child might break your toys

About going to the dentist

- - - Make statements to which children respond with a body movement. There are no set responses; but one that is typical is listed with each statement below. Use voice inflection to create a mood for the physical response. Allow children to name the movements as they respond.

"I don't know" - - - shrug of shoulder

"I'm so happy" - - - squeeze self

"I love you." - - - hug

"That's terrible!" - - - cringe

"Get out of my way!" - - - kick or shove

"Walk quietly." - - - tiptoe

"I want to hide." - - - crouch

"I want that!" - - - grab

"I'm too timid." - - - twist

"Don't hit me." - - - jerk

"Help! This won't move." - - - tug

- - - Margaret Vogel's book, The Don't Be Scared Book, should be used in the unit to help the children express fears they have and to see how the author says that there is a remedy. In light-verses and line drawing the author says, "Face your fears bravely and they may go away." After reading the book to the children, time should be taken with the children to develop verses such as ...

If you should meet ...

If you find ...

If there should be ...

If strange noises ...

The children might also illustrate their verses.

- - - A box of hats of every variety, shape, color and texture should be made available in the classroom. Through this activity the

children should have the opportunity to play the role of some other person. Time might be spent discussing what the person who wears a specific hat does that I can't do or does that I would like to do.

Without looking into the box, each child selects one hat, puts it on, pantomimes the character it reminds him of. The other children try to guess the characters identified from his actions.

- - - Allot time for the children to consider, "Sometimes I Feel _____ _____, While Other Times I Feel _____, Or Sometimes I See Things That Are _____." The purpose of the activity is to help the children think of opposites and to realize that at certain times they are or feel one way while at other times they are or feel another way.

Appearance	Condition
big and little	sunny and rainy
thick and thin	asleep and awake
tall and short	noisy and quiet
shiny and dull	clear and cloudy
black and white	plain and figured
clean and dirty	smooth and rough
round and square	course and fine
wide and narrow	sad and happy
long and short	covered and uncovered

Location	Action
up and down	come and go
in and out	lose and find
inside and outside	break and fix

near and far | run and walk

top and bottom | smile and frown

high and low | whisper and shout

- - - Theme 15 - Man's Feeling About Himself, About Others, and About Life should be used in the Me, Myself unit after the children have worked with the activities centered around emotions. The children should attempt to explain the feelings the children in the pictures are experiencing. Through the pictures of Theme 15 the children should be able to recognize that other children experience the feelings they have and begin to learn how to deal with their own feelings about themselves, about others, and about life.

- - - The book, How to Find a Friend, by Sara Asheron or Let's Be Friends, by Bernice Bryant should be used to stimulate the children to discuss what a friend is, who friends are, and how to make a friend. The poem, "What Can You Do With a Friend?" should also be used to stimulate the children's thinking.

"What Can You Do With a Friend?"
Claryce Allen

We can talk.
We can walk,
(Though we can't go too far.)

We can ride.
We can hide,
(Right near the cookie jar.)

We can paint.
Even say ain't
And build a toy car.

Making New School Friends

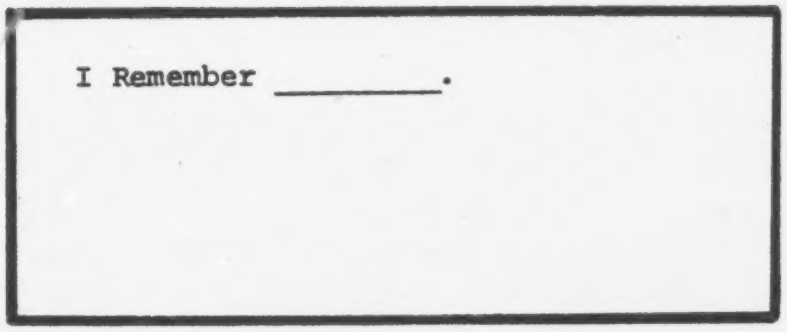
_____ and I like to _____
We are friends.

- - - The book, It's Mine, by Crosby Bonsall should be used to help the children recognize the universal theme running through the book. Mabel Ann and Patrick are the best of friends as they climb trees, seeing, and play hide-and-seek. But when one of them wanted to play with the other's toys - well - "It's Mine." After hearing the book, the children should be encouraged to explain how "It's Mine, It's Mine" helps them make and keep friends.

- - - Who Will Be My Friends? by Syd Hoff can be used to help children determine how Freddy found new friends when he moved to a strange community.

- - - Theme 18 - Man's Concern for Others of the Harper Row Social Studies Discussion Pictures should be used as the children work with the part of the Me, Myself Unit that is centered on what a friend is and how one makes friends. As the children identify and interpret the pictures, their thinking will probably center on the human feelings that can be seen in the picture. The teacher's questions during the use of this theme should center on: "How do the people in this picture feel? Why do they feel this way? How does this little boy (girl) feel? Why? And this woman (man)? Why? Has anyone of you ever felt this way? When? Why? Do people all over the world have the same feelings? Why? (Why not?)" As the children talk about the pictures they will be able to determine ways man demonstrates his concern for others. Time should be allotted for the children to suggest ways that people show their concern for them (at home, at school, in the world) and also how they can show their concern for others.

- - - Do You Remember? by Mircea Vasiliu should be used in the Me, Myself and I unit to help the children see themselves more realistically and to understand that other children have many of the same feelings and experiences. The author in the book captures the memoirs of a child on his seventh birthday - other birthdays, holidays, a visit to the zoo, the first day in school, a favorite toy, and being lost in the dime store. After reading the book to the children, the teacher should provide the children with paper for making "I remember _____," drawings.

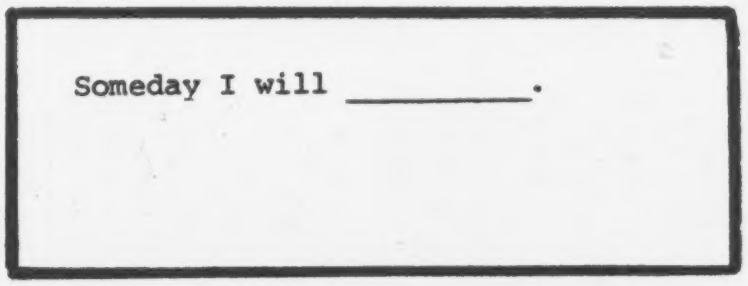


As the children share their drawings, time should be taken to group the children's drawings around categories such as pictures which show a favorite toy, pictures which show a birthday party, and pictures which show being lost. A generalization should be made about the idea which most of the children chose to illustrate. The children might also be asked to explain why they chose to illustrate a particular activity or object.

- - - The book, Someday, by Charlotte Zolotow should be read to the children to stimulate the children's thinking about times that the impossible becomes the possible, the unlikely turns into the likely, and about times that dreams turn into realities. After hearing the book,

the children should be encouraged to list four of five things that someday they'll do. The children's suggestions should be recorded by the teacher for use in the next lesson.

The next lesson should center on the film "Someday", 9503, which shows four children and their "Someday" ideas. After viewing the film, the teacher should restate the children's ideas from the previous day and allow the children to add more "Someday" ideas. The children should then be provided with paper and encouraged to draw their "Someday" ideas.



The children's "Someday" drawings should be labeled by the teacher. The label should be the completion of "Someday" and explain the drawing. The drawings should be placed on a bulletin board and the children should be asked if any of their "Someday" drawings could be grouped together. It is important that the children attempt to group their ideas. Possible categories might be work activities, fun activities, and school activities. The teacher might also make a "Someday" drawing to be added to the bulletin board.

REFERENCES: JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

Asheron, Sara. How to Find a Friend. (FIC ASH)

Bonsall, Crosby. It's Mine. (FIC BON)

Brown, Margaret Wise. The Important Book. (FIC BRO)

Bryant, Bernice. Let's Be Friends. (FIC BRY)

Hoff, Syd. Who Will Be My Friends? (FIC HOF)

Vasiliu, Mircea. Do You Remember? (FIC VAS)

Vogel, Margaret. The Don't Be Scared Book. (FIC VOG)

Zolotow, Charlotte. Someday. (FIC ZOL)

Films: Joint County Instructional Materials Center

Films: Consignment Films are also available from the Joint County Instructional Materials Center

9503 Someday

P O E T R Y

Curiosity

Tell me, tell me everything!
What makes it Winter
And then Spring?
Which are the children?
Butterflies
Why do people keep
Winking their eyes?
Where do birds sleep?
Do bees like to sting?
Tell me, tell me please, everything!
Tell me, tell me, I want to know!
What makes leaves grow
In the shapes they grow?
Why do goldfish
Keep chewing? and rabbits
Warble their noses?
Just from habits?
Where does the wind
When it goes away go?
Tell me! or don't even grownups know?

Harry Behn

My Bed

I have a little bed
Just for me.
Brother's too big for it.
Mummy's too big for it.
Daddy's too big for it.
Do you see?

I have a little bed
Do you see?
But -- pussy's too small for it.
Puppy's too small for it.
Baby's too small for it.
It's just for me.

Elizabeth Manson Scott

Mr. Nobody

I know a funny little man,
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

'Tis he who always tears our books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots--they all belong
To Mr. Nobody.

Anonymous

How Creatures Move

The lion walks on padded paws
The squirrel leaps from limb to limb
While flies can crawl straight up a wall
And seals can dive and swim.
The worm he wiggles all around
The monkey swings by his tail
And birds may hop upon the ground
Or spread their wings and sail
But boys and girls
Have much more fun;
They leap and dance
And walk and run.

Unknown

Walking

When Daddy
Walks
With Jean and me,
We have a
Lot of fun
'Cause we can't
Walk as fast
As he,
Unless we
Skip and
Run!
I stretch,
And stretch
My legs so far,
I nearly slip
And fall --
But how
Does Daddy
Take such steps?
He dosn't stretch
At all!

Grace Glanbitz

The Sad Shoes

My poor old shoes are on the floor.
Last winter they were new.
Now I can't wear them any more.
Too many holes came through.

Today they had a nice time though
Climbing up a tree:
Tomorrow they'll be thrown away
And cannot play with me.

And doesn't this seem sad to you?
And do they maybe know?
I think perhaps they do -- they lean
Upon each other so.

Dorothy Aldis

I Don't Know Why

I don't know why
the sky is blue
or why the raindrops
splatter through

or why the grass
is wet with dew ... do you?

I don't know why
the sun is round
or why a seed grows
in the ground

or why the thunder
makes a sound ... do you?

I don't know why
the clouds are white
or why the moon
shines very bright

or why the air
turns black at night ... do you?

Myra Cohn Livingston

Awful Mornings

On some awful mornings
Everything goes wrong.
Buttons button into holes
Where they don't belong.

Toes will try to push themselves
Where a heel should go.
Although I know it's getting late
I keep on being slow.

Next it is my mittens.
Their two naughty thumbs
Do their best to crawl inside
Other fingers' homes.

And last of all my rubbers.
They seem the worst to me.
Whichever rubber gets on first
Is where it should not be.

Dorothy Aldis

Grown - Up

I'm growing up, my mother says --
Today she said I'd grown
The reason why is this: Now I
Can do things all alone.

And though I'm glad that I don't need
someone to brush my hair
And wash my hands and face and button
Buttons everywhere.

Although I'm very glad indeed
To help myself instead,
I hope that I won't have to try
TO TUCK MYSELF IN BED.

Unknown

Whistle

I want to learn to whistle
I've always wanted to;
I fix my mouth to do it, but
The whistle won't come through.

I think perhaps it's stuck, and so
I try it once again;
Can people swallow whistles?
Where is my whistle then?

Dorothy Aldis

The Indignant Male

The way they scrub
Me in the tub,
I think there's
    Hardly
    Any
    Doubt
Sometime they'll rub
and rub and rub
Until they simply
    Rub
    Me
    Out.

A. B. Ross

The Secret Place

Halfway up a certain tree
There's a place belongs to me.
Two branches make a little chair
And I like sitting there.

I like it.
And it's secret too.
No grown-up guesses where I go.
And if he should, and climbed to it --
He would not fit, he would not fit.

Dorothy Aldis

Grown-Up People

They like it sitting straight in chairs,
They like it talking quietly,
They like it walking down the stairs,
Instead of bump
ing
down
like
me.

Dorothy Aldis

Tell Me

Tell me the reason I must wear
My rubbers in the rain.
I know. I know.
But I don't care.
I like to hear again.

And why do I have to go to bed?
And why can't children fly?
Oh tell me, for a change, instead:
Why
Do I ask Why?

Dorothy Aldis

Ears Hear

Flies buzz
Motors roar
Kettles hiss,
People snore.
Dogs bark
Birds cheep.
Autos honk: Beep! Beep!

Winds sigh
Shoes squeak
Trucks honk
Floors creak.
Whistles toot,
Bells clang.
Doors slam: Bang! Bang!

Kids shout,
Clocks ding.
Babies cry,
Phones ring.
Balls bounce,
Spoons drop.
People scream: Stop! Stop!

James L. Hymes, Jr.

At Night

I've been awake, and been awake
     I've counted lots of sheep
I've shut my eyes up very tight,
     But still I'm not asleep.

My pillow has gone somewhere else,
     My sheet has crawled away,
I've counted up to ninety-six
     And still it isn't day.

There's nothing here to do at all,
     And nothing here to see.
I'm very tired of the night
     And very tired of me.

Marchette Chute

Birthdays

We had waffles-with-syrup for breakfast,
As many as we could hold;
And I had some presents extra,
Because I am nine years old.

I've thanked everyone for my presents,
And kissed 'em and now that that's done
The family's all ready to do things,
Whatever I think would be fun.

When Timothy had his birthday
We went to the circus, and Tim
Laughed so hard at the seals and the monkeys
That a real clown winked at him.

And Dorothy chose a picnic
On the shore of a little lake,
With tadpoles, and buns, and diving,
And a four-layer birthday cake.

And now that it's my turn for choosing,
I'm going to ask if we might
Take all of our family of rabbits
To bed with us just for tonight.

Marchette Chute

Five Years Old

If ever there is something nice
Like tasting cheese or tongue
Somebody always has to say,
"Five years is much too young."

But if I need a little help
With washing necks or ears
Somebody always has to say,
"A big boy of five years!"

I wish somebody would decide
And I'd be really told,
When is five years too young for things
And when is it too old?

Lysbeth Boyd Borie

Feet

There are things
Feet know
That hands never will:
The exciting
Pounding feel
Of running down a hill.

The soft cool
Prickliness
When feet are bare
Walking in
The summer grass
To Almost anywhere;

Or dabbling in
Water all
Slip-sliddering through toes --
(Nicer than
Through fingers though why
No one really knows.)

"Toes tell my
Fingers," I
Said to them one day,
"Why it's such
Fun just to
wiggle and play."

But toes just
Looked at me
Solemn and still.
Oh, there are things
Feet know
That hands never will.

Dorothy Aldis

Helpfulness

I certainly have been a help
    Around the house today.
I washed the breakfast dishes up
    And put them all away.

I swept the kitchen with a broom.
    I tidied up the shelf.
And did all these useful things
    Entirely by myself.

Marchette Chute

Our Birthday

Last evening when I went to bed
To Teddy Bear I said:

"After tonight we can't be told
We are only five years old."

This morning I awoke and then
I called to him again:

"Be very glad and very gay --
You and I are six today!"

Marion Edey

The End

When I was One
I had just begun.

When I was Two,
I was nearly new.

When I was Three
I was hardly Me.

When I was Four
I was not much more.

When I was Five
I was just alive.

But now I am Six, I'm as clever as clever.
So I think I'll be six now for ever and ever.

A. A. Milne

The Birthday Child

Everything's been different
    All the day long,
Lovely things have happened,
    Nothing has gone wrong.

Nobody has scoulded me,
    Everyone has smiled.
Isn't it delicious
    To be a birthday child?

Rose Fyleman

Growing Up

When I was seven
We went for a picnic
Up to a magic
Foresty place.
I knew there were tigers
Behind every boulder,
Though I didn't meet one
Face to face.

When I was older
We went for a picnic
Up to the very same
Place as before,
And all of the trees
And the rocks were so little
They couldn't hide tigers
Or me anymore.

Harry Behn

No Boy Knows

There are many things that boys may know --
Why this and that are thus and so, --
Who made the world in the dark and lit
The great sun to lighten it:
Boys know new things every day --
When they study, or when they play, --
When they idle, or sow or reap --
But no boy knows when he goes to sleep.

James Whitcomb Riley

My Nose

It doesn't breathe;
It doesn't smell;
It doesn't feel
So very well.

I am discouraged
With my nose:
The only thing it
Does is blows.

Dorothy Aldis

Sizes

If you were as big as a giant flea,
How much would you have to grow to be
The size of the tiniest head-to-tail
Very most midgety baby whale?

I mean to say -- and its no surprise --
Whatever you do about your size,
There's always something a size or two
Very much bigger or smaller than you.

I mean to say, what's big of some
Is small of others. Now get along home.
And whether you stay or wander far,
Be just the size of whatever you are.

John Ciardi

Going to Bed

I'm always told to hurry up --
    Which I'd be glad to do,
If there were not so many things
    That need attending to.

But first I have to find my towel
    Which fell behind the rack,
And when a pillow's thrown at me
    I have to throw it back.

And then I need to get the things
    I need in bed with me,
Like marbles and my birthday train
    And Pete the chimpanzee.

I have to see my polliwog
    Is safely in its pan,
And stand on my head
    To be quite sure I can.

I have to bounce upon my bed
    To see if it will sink,
And then when I am covered up
    I find I need a drink.

Marchette Chute

Drinking Fountain

When I climb up
To get a drink
It doesn't work
The way you'd think.

I turn it up.
The water goes
And hits me right
Upon the nose.

I turn it down
To make it small
And don't get any
Drink at all.

Marchette Chute

Time

It's time to get up!
It's time to get up!
Mom's voice calls out loud and clear.
It's time for your breakfast.
It's time for your bath.
It's time now for brushing your teeth.

It's time for the buss
It's time now for school.
It's time to be still and quiet
It's time for recess.
It's time for our lunch.
And it soon will be time to go home.

Then
It's time for shopping.
It's time to go play.
It's time for Daddy to come.
It's time for our dinner.
So we won't get thinner.
I WISH Mom would forget
TIME FOR BED!

Claryce Allen

First Day of School

I wonder
if my drawing
will be as good as theirs.

I wonder
if they'll like me
or just be full of stares

I wonder
if my teacher
will look like Mom or Gram.

I wonder
if my puppy
will wonder
where I am.

Aileen Fisher

The Telephone

When I am playing
    All alone,
I call myself
    On the telephone.

I talk to myself.
    I answer myself.
I tell all kinds
    Of things to myself.

I get the right number --
    No trouble at all --
The pleasantest, friendliest
    Telephone call!

Ilo Orleans

The Night

The night
    creeps in
    around my head
    and snuggles down
    upon the bed,
    and makes lace pictures
    on the wall
    but doesn't say a word at all

Myra Cohn Livingston

Going to Sleep

The safest feeling
In the world
Is to be lying
Warm and curled
In bed while in
The room next door
They talk; and then
Don't talk any more ...

Dorothy Aldis

A House

Everyone has a house,
a house,
everyone has a house.
The bear has a cave,
the bird a nest,
the mole a hole,
but what is best
is a house like ours
with windows and doors
and rubs and floors.
Everyone has a house,
a house,
everyone has a house.

Charlotte Zolotow

The Clock

At night the ticking of the clock
Is twice as loud as in the day;
I think he wants to tell me
That he isn't far away.

For when it's daylight
I can see him;
When it's night
I only hear him.

Tick-a-tock, tick-tock
It's a cozy sound at night.

Jean Jazi

Night Lights

At night when I go to bed,
I like to have a light --
Just a small one --
Like in the closet.
The dark is nice,
But so is a light.
Woody says he doesn't care,
But he's fond
Of the light on the stair.
So he leaves his door
Open.

Mary Neville

Thinking

I'm thinking, I'm thinking,
So leave me along.
I don't need your help.
I'll do fine on my own.

I have a few problems
I have to work out,
Which cannot be done
If you stand there and shout,

"We need you for baseball,
So come right away."
I'll come when I feel
I am ready to play.

Please stop making faces.
It won't help to groan.
I'm thinking, I'm thinking.
So leave me along.

Marci Ridlon

Nobody Loves Me

Somedays,
nobody loves me
so I go down the names
I know:
    I hate Martha
    I hate James
    I hate Selma
    I hate Jo.
Nobody likes me,
that I know.

Somedays,
everyone loves me
so I go down the names
I know:
    I love Martha
    I love James
    I love Selma
    I love Jo.
Everyone loves me,
I know so!

Charlotte Zolotow

F I N G E R P L A Y S

Mr. Tall & Mr. Small

There once was a man	(Stand on tiptoes.
Who was tall, tall, tall.	Reach up as far
He had a friend	as possible)
Who was small, small, small.	(Kneel and bend
	'way down)
The man who was small	(Cup hands near mouth.
Would try to call	Look up)
To the man who was tall,	
"Hello, up there!"	(In high voice)
The man who was tall	(Stand on tiptoes)
At once would call	
To the man who was small,	(Bend from waist)
"Hello, down there."	(Use deep voice)
Then each tipped his hat	(Stand straight)
And made this reply:	(Tip an imaginary hat)
"Good-bye, my friend."	(Look up, speak
	in high voice)
"Good-bye, good-bye."	(Bow, & speak
Bernice Wells Carlson	in deep voice.)

WINTER UNIT

OBJECTIVES - SEASON UNITS

To be able to name the four seasons.

To construct a chart or bulletin board for each season illustrating how the change in seasons affects peoples lives: clothing, daily activities, disposition, school life, food and physical health.

To identify how the change in seasons affects the foods we eat as well as those available from the local community.

To compare the amount of sunlight present in fall, winter, and spring and to conclude that the amount of daylight decreases in the fall and increases in spring.

To construct charts or bulletin boards to illustrate how the change in the seasons affects animals: the animals one sees; physical changes in the animals such as size and animal families; the foods animals eat; changes in size.

To identify and document that change constantly takes place in the world.

To illustrate how the four seasons differ.

To identify the changes that characterize each season.

To illustrate how the change in seasons affects the life of the children - clothing, daily activities, disposition, school life, foods available, and foods we eat.

To identify how the change in seasons affects families - a family's work and a family's fun.

To recognize that change is constant and to identify how people and animals prepare for the change in seasons.

To document that days get shorter in fall and longer in spring.

GENERAL REFERENCE BOOKS

SEASON UNITS

Abisch, Roy., Open Your Eyes. (FIC)

Fisher, Aileen., Going Barefoot. (FIC)

Fisher, Aileen., In the Woods, In the Meadow, In the Sky. (FIC)

Fisher, Aileen., I Like Weather. (FIC)

Fisher, Aileen., Like Nothing at All. (FIC)

Kuskin, Karla., The Bear Who Saw the Spring. (FIC)

Mizumura, Kazue., I See the Winds. (FIC)

Sendak, Maurice., Chicken Soup with Rice. (FIC)

Shapp, Charles., Let's Find Our What's Big & Small. (FIC)

Showers, Paul., Find Out by Touching. (FIC)

Showers, Paul., The Listening Walk. (FIC)

Warburg, Sandol., Curl Up Small. (FIC)

Wright, Ethel., Saturday Walk. (FIC)

Zion, Gene., All Falling Down. (FIC)

Zolotow, Charlotte., A Tiger Called Thomas. (FIC)

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WINTER UNIT

MOTIVATION TO THE WINTER UNIT

It is not intended that the winter unit follow immediately after the fall unit. Two or three weeks may take place between the end of the fall unit and the beginning of the winter unit. The winter unit might well begin after the crops have been harvested and the ground has frozen. Or the unit might begin at the time of the first substantial snowfall.

As motivation to the unit the teacher should place the data charts made by the children during the fall unit up in the classroom again. The teacher should ask the children to re-identify the objects shown on the charts and should ask the children if they are still wearing the same types of clothing to school, if their families are doing the same work and activities shown on the charts, and if they have seen any of the animals shown on the charts recently.

During their discussion the children will be able to predict that the season is changing and that winter is coming. The teacher should then help the children structure their overall problem for the unit: "How is winter different from fall?" Next the children will be able to identify several things that they will need to investigate if they are going to be able to explain how winter differs from fall.

Probable Questions the children may ask:

What kinds of games can we play in winter?

How do animals and birds prepare for winter?

How do animals keep warm in winter?

What kinds of clothing do we wear in winter?

What kind of work do people do in winter?

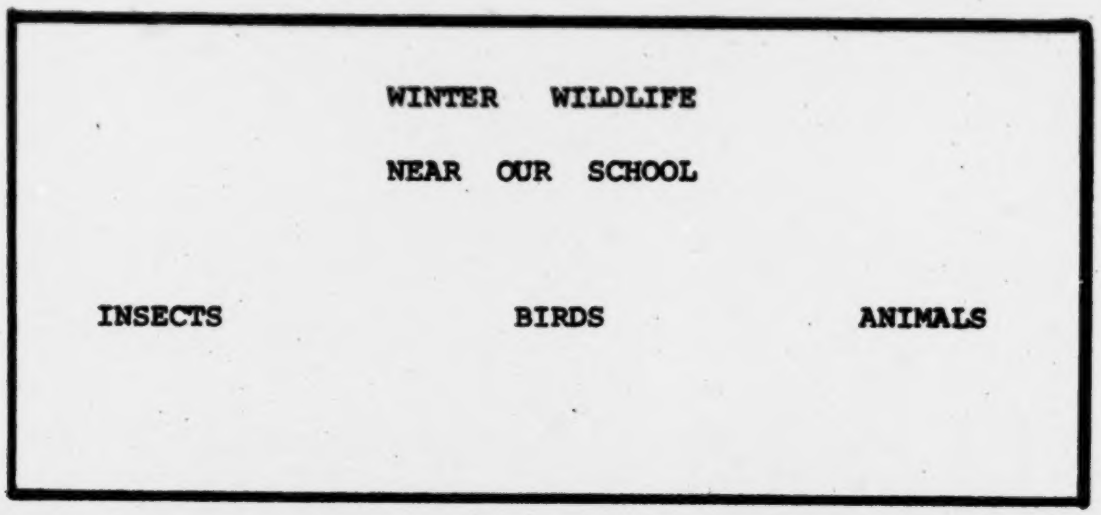
What kinds of birds and animals can we find in the winter?

ACTIVITIES - WINTER UNIT

The following activities are suggested as ways that the children can compare the seasons and make data generalizations.

- - - Record the temperature using both indoor and outdoor thermometers on the first day of school. Keep the temperature readings and place them on the seasons charts as they are developed. The temperature should be recorded every month on the same day - (the day that school began). This day should be marked on the calendar at the beginning of each month.

- - - The bulletin board, "Winter Wildlife Near Our School", should be developed with the children after a neighborhood walk. The pictures and captions designed by the children should be placed with the winter chart.



A chart or bulletin board could also be developed entitled, "Some Things I Know About the Wildlife in Our Community in the Winter". These charts are to be used as summaries of the things observed and learned about the season. List how people provide winter protection and food for plants and animals. Plan a bird sanctuary. Where could we put a bird house? A feeding station? Consider the birds to be attracted and plan with the children accordingly.

- - -"Animal Tracks" can be used as a bulletin board to motivate discovering what kinds of animals made the tracks. The children could also determine who they could make a drawing of their tracks in winter. After reading the poem, "A Story in the Snow" to the children they should illustrate their tracks.

A Story in the Snow

This morning, as I walked to school
Across the fluffy snow,
I came upon a bunny's tracks --
A jumping, zigzag row.

He must have hurried very fast,
For here and there I saw.
Along his jerky, winding trail
The print of Rover's paw!

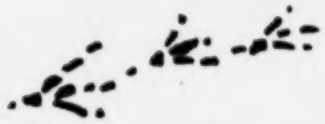
I set my lunch pail on the snow
And stood there very still,
For only Rover's clumsy tracks
Led down the little hill.

Then suddenly I thought I heard
A rustling sound close by;
And there within a grassy clump
Shone Bunny's twinkling eye!

Pearl Riggs Crouch

CAN YOU READ THESE ANIMAL TRACKS?

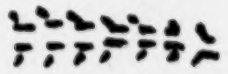
1._____



2._____

4._____

3._____



5._____

6._____

1. deer
2. cow
3. bear
4. snake
5. grasshopper
6. duck

OUR TRACKS IN THE SNOW!

- - - Going Barefoot by Aileen Fisher should be read to the children during the winter unit to encourage the children to think about how one can identify animals and people by their bare foot patterns on the ground and in the snow. The book should help the children identify the tracks on the "Animal Tracks" bulletin board. The inside cover of the book contains bare foot prints of various animals.

- - - The photographs of the book, When Winter Comes by Phillip Fox are of the quality that the children can practically read the book by themselves. His emphasis is that if an animal can get enough to eat and find a dry spot in which to bed down, his chances of coming through the winter are good. The book should be used before the children take their winter walk to stimulate the children's thinking about what an animal uses and where they might find animal homes. The book would also be helpful in identifying the tracks on the "Animal Tracks" bulletin board as it contains several photographs of animal tracks in winter.

- - - Finger prints, hand prints, and foot prints can be thought of as clues to identification. With a stamp pad, the children can make a class file of prints to illustrate that even people make tracks. Comparison should be made between human tracks and similar animal tracks.

- - - Show the effect of low temperature on a cold-blooded animal. The following materials will be necessary: wide-mouthed jar with lid to fit, bucket or dishpan, crushed ice, several small cold-blooded animals (frog, toad, grasshopper, small snake). Have the children study the actions of the animals before they are put in the jar. Note their rate of movement and alertness. Then punch holes in the lid of the jar. Place one

animal in the jar and put the lid on the jar. Place the jar inside the bucket. Gradually add ice so that the temperature of the outer container is slowly reduced. Observe the behavior of the animal as the temperature drops. Without taking the animal out, touch its skin. See if the animal tries to hop away. Take the jar out of the pan and place it on the floor. Observe the animal as the temperature increases. Try to touch it.

- - - List the changes seen from fall to winter on the chalkboard. The children should then attempt to find pictures or draw their own pictures which show a specific change. A bulletin board should then be developed with the pictures and the children's statements about the changes.

- - - Find pictures of men working at various tasks that relate to all seasons, magazine pictures or pictures from the Peabody Language Kits work well. Give each table of children a number of pictures from which to select pictures that show winter work. The pictures from each table should be placed on the chalkboard or bulletin board with a statement such as "Our Table Says These Pictures Show Work Our Fathers Do in Winter." The children should have time to examine the pictures chosen by each group. Discussion should center on how the children knew what pictures to choose.

- - - Look at pictures of scenes of winter as a basis of discussion of the activities, the weather, and the clothing of winter. Look for pictures of winter scenes in magazines. Make pictures of winter scenes using chalk or cut or torn paper.

- - - Count the number of children who wore mittens, gloves, or boots to school and discuss why they wore mittens, etc.

- - - Count the number of freezing weather, snowy weather, or cold weather days on a weather calendar.

- - - Take a neighborhood walk. Have each child carry a paper bag with his name on it. Allow the children to collect specimens of the things observed on the walk. It would be extremely valuable if the teacher carried a polaroid or other small camera on the walk to document observations made by the children. The items collected should be the references for a discussion of the activities of people and other living things in the neighborhood in winter. During the winter walk, the sense of touch should be emphasized -- "How does winter feel?"

Questions to explore on the walk:

How do animals protect themselves from the cold?

Do animals stay inside in the winter?

How do animals find food when nothing is growing?

What does "hibernate" mean?

How do people help take care of animals in winter?

- - - Return to the children their drawings of the kinds of clothing they wore in summer and in the fall. Have the children make drawings of the kinds of clothing they wear in the winter which they didn't wear in the summer or in the fall and have the children determine why their clothing changes. Keep each child's pictures for the "My Clothing and the Seasons" booklets.

- - - Bring to class a newspaper which contains several advertisements for clothes and recreational equipment. Discuss what the advertisements tell us about the season. One such advertisement should be clipped and put on each seasonal chart so that it can be used as documentation at the end of the year that: not only do seasons change, but that the needs and wants of people change through the year.

- - - Snow is Falling (551.5 BRA) by Franklyn M. Branley should be used to help the children understand what makes snowflakes, how they are formed, what snowflakes look like, and the advantages and disadvantages of snow. After reading the book, the two experiments Dr. Branley suggests should be done by the class. The first experiment involves looking at snowflakes under magnifying glasses to determine that all snowflakes are different. The other experiment involves proving that it is warmer under a cover of snow than on top of snow. Two thermometers should be placed by the children, one buried under snow and the other hung from a tree branch. The thermometers should be left for an hour. The temperatures should then be compared and a generalization made about the usefulness of a cover of snow.

- - - The winter unit must end with a student developed chart which summarizes the things the children have learned and the activities done during the unit. These charts will be used during the spring unit as documentation that change occurs and that these changes affect their lives. Any holiday that occurs during the winter unit and is celebrated in the classroom should be summarized on the charts. All birthdays celebrated during the winter season should also be documented on the charts.

REFERENCES: JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

Bancroft, Henrietta. Animals in Winter. (591 BAN)

Branley, M. Franklyn. Snow is Falling.(551.5 BRA)

Buckley, Helen E. Josie and the Snow. (FIC)

Burton, Virginia. Katy and the Big Snow. (FIC)

Fisher, Aileen. Going Barefoot. (811 FIS)

Fox, Charles Phillip. When Winter Comes. (591 FOX)

Groh, Lynn. New Year's Day. (394.26 GRO)

Keats, Ezra. The Snowy Day. (FIC)

Kessler, Ethel. The Day Daddy Stayed Home. (FIC)

Kumin, Maxine. A Winter Friend. (FIC)

Lenski, Lois. I Like Winter. (FIC)

Lindgren, Astric. Christmas in the Stable. (FIC)

Tresselt, Alvin. White Snow, Bright Snow. (FIC)

Shortall, Leonard. Country Snowplow. (FIC)

Films: Joint County Instructional Materials Center

525.5 CHI	Children in Winter
FIC SNO	Snowy Day
630.1 WIN	Winter on the Farm

Films: Consignment Films also available from the Joint County Instructional Materials Center.

Filmstrips: Mid-Prairie Elementary Library -- Wellman

18	Winter in Here	File B Drawer 6
10	Weather	File B Drawer 6
7	The Seasons	File C Drawer 4

P O E T R Y

Snowflakes

I once thought that snowflakes were feathers
And that they came falling down
When the Moon Lady feathered her chickens
And shook out her silver gown.

And then I began to look closer,
And now I know just what they are --
I caught one in my mitten,
And there was a baby star.

Marchette Chute

On a Summer Day

Fence posts wear marshmellow hats
On a winter's day,

Bushes in their nightgowns
Are kneeling down to pray,

And trees spread out their snowy skirts
Before they dance away.

Dorothy Aldis

Snowstorm

The sky
kept falling, falling
in fluffy bits of white.

The sky
kept spilling over
everywhere in sight.

I never knew
it was so big,
it fell all day and night.

Aileen Fisher

Snowman

My little snowman has a mouth
So he is always smiling south.
My little snowman has a nose;
I couldn't seem to give him toes;
I couldn't seem to give him ears.
He shed a lot of frozen tears
Before I gave him any eyes --
But they are big ones for his size.

David McCord

Bed in Winter

At night I reach down with my feet just to see --
Then I curl up quickly instead
For every place, except right under me,
Is terrible cold in my bed!

Dorothy Aldis

O Wind

O wind, why do you never rest,
    Wandering, whistling to and fro,
Bringing rain out of the west,
    From the dim north bringing snow?

Christina Rossetti

The Seasons

The leaves have left without a warning
I noticed when I woke this morning.
The spring arrived and then it went.
The summer came and now its spent.
The leaves turned yellow, crimson, brown
And drifted, sifted slowly down.
And now the trees look bare and thin
It's time for winter to begin
And make their branches thick with snow
Because that's how the seasons go.

Karla Kuskin

A Story in the Snow

This morning as I walked to school
Across the fluffy snow,
I came upon a bunny's tracks --
A jumping zigzag row.

He must have hurried very fast,
For her and there I saw
Along his jerky winding trail
The print of Rover's paw!

I set my lunch pail on the snow
And stood there very still,
For only Rover's clumsy tracks
Led down the little hill.

Then suddenly I thought I heard
A rustling sound close by;
And there within a grassy clump
Shone Bunny's twinkling eye.

Pearl Riggs Crouch

White Fields

I

In the winter time we go
Walking in fields of snow;

Where there is no grass at all;
Where the top of every wall,

Every fence and every tree,
Is white as white can be.

II

Pointing out the way we came,
Everyone on them the same --

All across the fields there by
Prints in silver filigree;

And our mothers always know,
By the footprints in the snow,

Where it is that children go.

James Stephens

Snowball Wind

The wind was throwing snowballs.
It plucked them from the trees
and tossed them all around the woods
as boldly as you please.

I ducked beneath the spruces
which didn't help a speck;
the wind kept throwing snowballs
and threw one down my neck.

Aileen Fisher

Voice of the Sky

The sky was the oldest voice
that has ever been heard --
it sighs,
it roars,
it cries,
yet never speaks a word.

Over the hill it comes
through treetops autumn--thinned--
it sings,
it moans,
it hums.
Listen, the wind, the wind.

Aileen Fisher

Beneath the Snowy Trees

When boughs of spruces bend with snow
to way below their knees,
little caves and caverns show
beneath the snowy trees --
caves so secret, caves so low,
I think it would be fun
to be a rabbit who could go
and look in every one.

Aileen Fisher

Stay-at-Homes

Some birds leave
when it's Autumn Eve
and wind is like a comb --
raking the gold
the treetops hold --
but some birds never roam.

In spite of the snow
and stars that glow
in winter's frosty dome,
they tuck their heads
in their feather beds
and make themselves at home.

Aileen Fisher

F I N G E R P L A Y S

Five Little Snowmen

There were five little snowmen happy and gay,
The First one said, "What a beautiful day."
The Second one said, "We'll have no tears."
The Third one said, "We'll last for years."
The Fourth one said, "What will happen in May?"
The Fifth one said, "Look we're melting away."

Here's a hill, (left arm makes sloping hill)
All covered with snow (fingers tap lightly down the hill)
We'll get on our sled (cross right hand under chin to rest on left shoulder)
And ZOOM . . . down we'll go (right hand, palm down, slides quickly down sloping left arm)
We'll shout and laugh, but never stop
We'll climb again right to the top (right hand slides back up left arm to shoulder)

To the hives for the winter, the bumblebees crawl (right hand fingers creep across lap and under left palm)
And into their hill march the ants, one and all (same, hands reversed)
The brown caterpillars have hidden their heads (right fist closed)
The squirrels have gone to their holes in the trees (hands together to form hole)
Each bird's nest is empty, no birds do I see (cup hands together)
The fairies have flown for the winter I know (flutter hands)
There isn't a person who knows where they go (flutter fingers)

Our Snowman

Our snowman has a big, fat tummy (arms and hands out to form a circle)
And a head that's somewhat smaller (use hand to show size of head)
The black top hat we have him wear (hands on head)
Makes him seem a little taller (hands and arms over head)
His carrot nose and coal-black eyes (finger to nose, then point to eyes)
Make him jolly and quite sunny.
The buttons marching down his front (use finger and poke buttons down the front)
And stony grin are quite funny (pull corners of mouth to make grin).

Bee Hive

Here is the bee hive (closed fist)
Where are the bees?
Hidden away where nobody sees
Soon they come creeping
Out of their hive
One-two-three-four-five
Buzz-buzz-buzz (hand flying)
Then they all come back to their hive.

Five Little Birds

Five little birds without a home (raise five fingers)
Five little trees in a row (raise hands over head)
Come build your nest in our branches tall (cup hands for nest)
We'll rock them to and fro (rock nest)

Little Nose

Where did you get that little red nose? (Point to nose)
Jack Frost kissed it, I suppose. (Nod Head)
He kissed it once; (Hold up one finger)
He kissed it twice. (Hold up two fingers)
Poor little nose
It's cold as ice. (Hug self and shiver)

THE FAMILY UNIT

THE FAMILY

UNIT OBJECTIVES

To document that all people are members of a family.

To compare how families are different and how they are alike - (some families there is only a mother or father, not both.)

To identify the roles of each member of the family.

To list how family members help each other, help others and do things together.

To identify how the composition of a family changes.

To document that homes may differ but that the activities of the home are similar.

To recognize that families are supported in different ways.

To illustrate that all wants of every member of the family cannot be satisfied at the same time if material resources are limited.

To identify that each member of the family has certain rights including the right to privacy at certain times.

MOTIVATION TO FAMILY UNIT

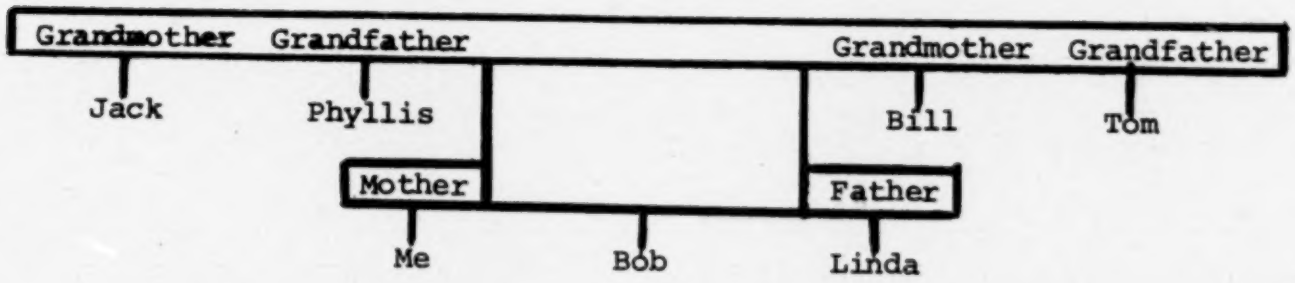
Have the children make a drawing: "The People Who Live With You." (By asking the children to draw the people who live with you, provision is made for children who may live in a foster home or who have several people other than their immediate family living with them.) Let the children tell about their pictures. After the children have made their drawings, each should decide upon a caption for their pictures. Discuss the central members of a family. Determine what we call a group of related people? (family).

Read My Family by Schlein or This Is My Family by Fehr to deepen the understanding of family. Bring a family album to school. Show pictures of one immediate family first and then pictures of relatives and clarify relationships. (Grandmother - mother's mother, father's mother, grandfather - mother's father, father's father, aunt - mother's sister, father's sister, uncle - mother's brother, father's brother, etc.) Read the book What's A Cousin by Helen D. Olds to illustrate other members in a family, and also that families extend beyond the people living together.

ACTIVITIES - FAMILY UNIT

- - - Start a book entitled, My Family. The first picture drawn should be of the child himself. The other pictures should be - My Mother My Father, My Brothers, My Sisters, My Pets, My Home, My Other Family (grandparents, aunts, uncles, cousins, etc.)

- - - A simple family tree should be developed to help the children understand that each child has two sets of relatives, and also that their mother and father have had a mother and father, etc.



- - - Have the children bring baby pictures of their father and mother to illustrate that parents were children once and that they were members of different families. Display these on the bulletin board entitled "When My Father Was a Little Boy and When My Mother Was a Little Girl." Read the books <u>When My Father Was a Little Boy</u> and <u>When My Mother Was a Little Girl</u>.

- - - Have the children bring in their own baby pictures and make a bulletin board display. Allow the children time to identify themselves and a friend from their baby pictures. The bulletin board may be entitled "When We Were Babies."

- - - Discuss the school family. Compare the school family with the home family. Make a chart entitled "Our Families."

OUR FAMILIES		
	Likenesses	Differences
Home		
School		

The children should help develop this chart by making drawings or cutting pictures from magazines to illustrate how school families and home families are alike and different.

- - - Look again at the pictures drawn by the children about people who live with them. Select several of the childrens' drawings that show a contrast in the size of families. Discuss these pictures in terms of size of families. This is Linda's family. There are 7 in Linda's family. This is Billy's family. There are 2 in Billy's family. Arrange the pictures on the bulletin board and have the children determine how the size of the families differ.

In Jean's family there are 3 girls and no boys.

In Tom's family there are 4 girls and 3 boys.

In Mike's family there are 6 boys and 3 girls.

Make a chart entitled "Families." Allow the children to look for pictures in magazines to place on the chart that illustrate each sentence developed.

FAMILIES

Some families are large.

Some families are small.

Some families do not have children.

Some families live with relatives, etc.

- - - After the children have discussed the problem of "Why do I need a family?" the teacher should give each child old catalogues or magazines from which the children are to cut out the things that they feel their homes provide. The next step should be for the children to distinguish between necessities and luxuries of the home. The children should place their pictures on a large chart provided by the teacher. The children will be able to picture read each chart, identify the items on each and determine the items that belong. If a majority of children disagree as to the placement of a picture, reasons for their disagreement should be voiced and the picture can be Xed out of the chart. As the children summarize the lesson, they should determine the difference between and make a definition for the terms necessities and luxuries.

- - - The teacher should illustrate in story form some examples of a producer of goods and a producer of services to them. In conclusion, the children should suggest a short, simple sentence which best describes a producer of goods and a sentence describing a producer of services. Through discussion, the children should draw a generalization about what a consumer and a producer is in relation to his immediate family. The children should then make pictures of specific

goods and services and place them beside their family member-drawings to illustrate how family members produce and use goods and services. The pictures might be entitled -

Mother Produces	Father Produces	Mother Consumes	Father Consumes

- - - Man's Generations and His Relationships (Theme 11 of the Harper Row Primary Social Studies Discussion Pictures) should be used to help the children look at and talk about generations and their relationships. This theme relates very well to the emphasis in the family unit on roles. Through the teacher's questioning techniques as she uses the pictures, the children should be helped to see that within families various members play different roles and have varying responsibilities and work. After the first five pictures of the theme have been identified and interpreted by the children, all of the related pictures in the theme should be placed where all can see them in the classroom. The children should attempt to group the pictures: those showing a person teaching a child, those showing a person helping a child to understand rules of regulations, and those showing older people (grandparents) working with or helping children. It is important that the children be helped to generalize <u>why</u> they think a specific photograph shows what they think it shows.

- - - The Dependence and Interdependence of Man - Theme 4 of the Harper Social Studies Discussion Pictures should be used during the family unit as the motivation toward helping the children generalize that small children must rely on others to satisfy many of their basic needs. The children should have little difficulty in stating the generalization and giving examples from their own experiences to illustrate the generalization. While considering the pictures, the children should discuss the various tasks performed by family members and cite an illustration of the division of labor that takes place in a family. (For example: one member washes the clothes for the family; one or two members do the cooking; one or two members paint the house; one or two members mow the lawn; etc.)

- - - Theme 8 - Man's Search for Security from the Harper Row Social Studies Discussion Pictures should be used in correlation with the family unit. All five pictures should be presented initially and the children should be asked to look at each and to determine how the child or children in each picture feel. As the children talk about each picture, they should be stimulated to relate emotions associated with the concept of security. The children might also generalize that security is a feeling of peace, quiet, and refuge and one feels accepted, comfortable and safe.

- - - Theme 14 - Man at Work to Meet His Needs from the Harper Row Social Studies Discussion Pictures should be used during the family unit when the children are considering what people do to earn money to support a family. Before using this theme the teacher and children

should have considered how parents and people in their own community earn a living. The children in interpreting and identifying the work shown in each picture should attempt to state: What are the people doing in this picture? Has anyone ever seen anyone doing work like this? Why does the person do his work? Where do you think this picture was taken? Could it have been taken in your neighborhood? Could it have been taken in your city? Could you tell whether the picture was taken in a hot place or a cold place? What do you think it would be like to live in this place? When was this picture taken? In the fall? In the spring? In the winter? What things in the picture help to tell where it was taken and when it was taken? From their discussion of the pictures, the children see that training and skill are necessary for many jobs. As the teacher identifies the parts of the world where the pictures were taken, the areas should be located on the globe.

- - - Ask the children to draw, "The Place Where I live." If few homes or no homes differ from the stereotype the teacher will need to present pictures of the wide range of homes throughout the world and allow time for the children to talk about the different kinds of homes people live in. The characteristics of each should be discussed noting the differences and the similarities. Next, make a list of the homes on chart paper and let the children choose one or two to illustrate. Label the drawings and use them for a bulletin board display or a book.

apartment	grass hut
house	mansion
duplex	palace
hotel	hogar
flat	trailer
tent	camper
cabin	houseboat

Tabulate the number of children who live in wood homes, brick homes, trailers or apartments. Tabulate also how many of the children live in a city, a town, or in the country. Place summary sentences on the chart.

- - - Talk about the names of homes of animals. Read the poem, "Animals" to initiate discussion about names of animal homes.

HOMES

A dog lives in a kennel;
A pig lives in a pen;
A horse lives in a stable;
And a lion lives in a den.

A chicken lives inside a coop;
And a goldfish lives in a bowl;
And sheep are happy in a fold;
A mole lives inside a hole.

A turtle lives in his shell;
A thrush lives in a nest;
But living in a little house
Appeals to me the most.

Ilo Orleans

Follow the reading of the poem by discussing other animals and names and descriptions of homes.

bee -- hive	horse -- stable
spider -- web	cow -- shed
bear -- cave	rabbit -- hutch
squirrel -- nest	bear -- cave

- - - Ask the children how families get smaller? To stimulate the children's thinking have available several pictures which show how families do get smaller, a brother goes away to the service, a brother or sister gets married, a brother or sister goes away and gets a job, a family member dies. Discuss how these changes affect the family.

- - - Secure and mount pictures showing a mother with at least 2 children including a young baby. Have the children decide what has happened in this family and how the other child/children might feel about it.

The filmstrip, The New Baby (Jam Handy), can be used to illustrate the preparations necessary for a new baby. Since the filmstrip has no captions, the children can create their own explanations of the frames from their own experiences.

Read the book, Laurie's New Brother by Schlein, which illustrates the preparations for a new baby and the changes that occur in the home as the result of a new baby coming. Discussion of the book can center around: What happened when the baby came home? Why did Laurie want the baby to go away? How do you think Laurie's mother felt when Laurie crawled on the floor? How did Laurie show she was glad Baby John was going to stay? Have you ever felt the way Laurie did?

- - - Return to the pictures of each child's family drawn earlier in the unit. Use various children's drawings to illustrate the number of people in the family before a specific child was born, the number of the children in the family presently and the youngest child in the family.

- - - Write the following sentences on the chalkboard and on the paper given the children and have the children illustrate the sentences.

A new baby comes
home. He will need
these things.

- - - Discussion of the illustrations should center around, "Why do babies need families?" Those who have babies in their families should tell what must be done for them. List the suggestions on the board. This must be done:

Give baby a bath

Stop her/his crying

Feed her/him

Take her/him to the doctor, etc.

- - - Big Sister and Little Sister by Charlotte Zolotow can be used in the family unit to help the children realize that even little sisters and little brothers can help take care of bigger brothers and sisters.

- - - A listing should be made of things a 5 or 6 year old can do for a baby. A collection of magazine pictures could also be sorted by the children and captions written with the teacher's help illustrating - "We Can Help."

- - - Time should be spent discussing who else besides babies may come to live with us and thereby make families bigger. From a collection of pictures, ask the children to identify people who might make a family larger and to identify why they might come to live with a specific family. The books, A Baby For Betsy by Guy or The Chosen Baby by Wasson can be used to illustrate how the composition of a family can change with the adoption of a child.

- - - The book, If It Weren't For You, by Charlotte Zolotow should be used to stimulate the children's thinking about what it would be like not to have brothers or sisters. The book begins with an older brother's speculation on how glorious it would be not to have to share everything and ends with the thought, "But it's also true, I'd have to be alone with the grown-ups." After the book has been presented, time should be allowed for the children to share the realistic advantages and disadvantages of brothers and sisters. Help the children to realize that nearly all of the children in the classroom feel the same way about their brothers and sisters at times.

- - - Display a picture of a child playing by himself. Ask what the child is doing to have fun by himself. Discussion should expand to encompass suggestions of all the things the children can think of that a child might do to have fun by himself. Have the children make

illustrations of "Things I Can Do By Myself." Make a book or chart of activities that can be done by one person and entitle them, "By Myself I Can..."

- - - The film, Allen Is My Brother could be shown to illustrate how brothers and sisters can have fun together even when one is younger. The children should decide whether their brothers and sisters ever have the problems of the children in the film and if brothers and sisters always are the right age to play with.

- - - Allow time for the children to role play various family members. Have the audience (children) decide which family member they think the child is portraying.

- - - The books, My Little Brother by H.R. Willtram, or Nobody Listens To Andrew by Elizabeth Gulpoole, can be used to show how some children feel that they are treated by other members of their family.

- - - Have the children make drawings of a job they would like to do at home but are seldom, if ever allowed, to do alone. When the drawings are finished, have the children explain their drawings and group similar drawings together. Allow the children to speculate about why they are not allowed to do the job. Then show pictures to illustrate a mother, father, grandparent, older and younger children who might make up a family. Have the children list the kinds of work that the people shown do. At the end of the lesson, the children will be able to make two groupings of the pictures: "Work Done At Home" and "Work Done Away From Home."

Using the above categories, the children should then illustrate or look for a picture which identifies the kind of work done away from home by their parents. Each child should then place at least one picture on the bulletin board (two, if both parents work) and the whole class should tabulate the number of farmers, carpenters, doctors, nurses, waitresses, etc. The bulletin board should be entitled, "Our Families Work Away From Home." The book, Daddies: What They Do All Day, by Puner may also be used. Time should be taken to determine how a family gets money and the number of people in each family who work to earn money.

List different types of jobs that need to be done around the home and have the children determine the people who do them. Pictures from magazines can be used to encourage the children's thinking about the jobs to be done in the home. This activity will illustrate that responsibilities for jobs may be different in different homes and families.

JOBS AT HOME

Shopping for groceries	mother mother and daddy grandmother, etc.
Caring for children	baby sitter mother grandmother children in the family, etc.
Fixing things	father Uncle Bill grandfather, etc.
Cleaning House	mother grandmother children in the family, etc.

- - - Have the children make drawings illustrating work that children can do to help their families. Label each picture and display the pictures as a mural with the title, "We Help Our Families." Time might also be spent discussing "How We Help Our School Family."

- - - To summarize the unit, the teacher should select various pictures from the Harper Row Social Studies Discussion Pictures and ask the children to look at them and determine what the picture tells about families. In most classrooms the children will be able to work in pairs with one picture. The final activity of the unit should be to present the pictures and have the children group similar pictures together and label each grouping. A final summary statement about familes could then be made by the children.

REFERENCES: JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

Borack, Barbara. Grandpa. (FIC-URD)

Caudill, Rebecca. Happy Little Family. (F-CAU)

Duncan, Lois. Silly Mother. (FIC-E)

Fago, Vincent. What Is It? (FIC-FAG)

Flors, James. Grandpa's Farm. (FIC-FLO)

Green, Mary. Everybody Has a House. (F-GRE)

Hoban, Russell. The Sorely Trying Day. (F-HOB)

Krauss, Ruth. The Growing Story. (FIC-E)

Leaf, Munro. How to Behave and Why. (FIC-E)

LeSieg, Theo. Come Over to My House. (E-LES)

Lenski, Lois. Papa Small. (FIC-E)

Lenski, Lois. The Little Family. (FIC-E)

Marino, Dorothy. Where Are the Mothers? (FIC-E)

Ness, Evaline. Exactly Alike. (FIC-E)

Odenwald, Robert. How God Made You. (612.60 ODE)

Olds, Helen. What's a Cousin? (E-OLDS)

Ozone, Lucy. All in One Day. (FIC-OZO)

Puner, Helen Walker. Daddies: What They Do All Day. (F-PUN)

Robinson, Helen. Fun Wherever We Are. (FIC-ROB)

Sacks, Marilyn. Amy and Laura. (FIC-SAC)

Skaar, Grace. The Little Red House. (E-FIC)

Udry, Janice. Next Door to Laura Linda. (FIC-UDR)

Udry, Janice. What Mary Jo Shared. (FIC-UDR)

Vrecken, Elizabeth. One Day When Everything Went Wrong. (F-VRE)

Zolotow, Charlotte. Big Sister and Little Sister. (FIC-ZOL)

FILMS: JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

392 Fathers: What They Do

392 Mothers: What They Do

Films: Consignment films are also available from the Joint County Instructional Materials Center.

P O E T R Y

LITTLE

I am the sister of him
And he is my brother.
He is too little for us
To talk to each other.

So every morning I show him
My doll and my books;
But every morning he still is
Too little to look.

UNCLE FRANK

It's queer about my Uncle Frank,
He sits and figures in a bank,
When he might keep a candy store -
A shining sign above the door.
Or he might keep a big toy shop
With things that fly and skip and hop -
With trailer trucks and things that crank,
Instead of working in a bank.

Monica Shannon

INVADERS

There are lions in the bedroom
Napping on the bed.
Tigers in the kitchen
Nibbling at the bread.

A seal is in the bathtub
And all the nicest chairs
Are filled to overflowing
With growly polar bears.

There's really no place safe to sit
And nothing safe to do
Since my funny little sister
Spent a Sunday at the zoo.

Marion Conger

WORKERS

A grocer works in a grocery store,
A banker in a bank.
A miner's working in a mine.
Why don't signers work on signs.

A trucker drives a great big truck.
A fireman puts out fires.
A barber's in a barber shop.
Are teachers in a teaching shop?

Claryce Allen

DICK AND WILL

Our brother says that Will was born
The very day that Dickie came;
When one is four the other is,
And all their birthdays are the same.

Their coats and waists are just alike;
They have their hats together, too.
They sleep together in one bed,
And Will can put on Dickie's shoe.

But they are not the same at all;
Two different boys they have to be,
For Dick can play in Mother's room
When Will is climbing in a tree.

Or maybe Will is on the porch
To cry because he stubbed his toe,
And Dick is laughing by the gate
And watching ants go in a row.

Elizabeth Madox Roberts

KISSES

My Great-aunt Tibsy
I never, never miss:
she always, always gives me
a LOUD WET kiss.

But I've had kisses
wooshier than hers --
whiskery Uncle Chris's
are COCKLEBURS.

Aileen Fisher

TEETH

I hope I don't get
like Grandfather Grimm
and stop growing teeth
in my mouth like him.

He doesn't grow any
on both of his gums
but when I lose a tooth
a bigger one comes.

Aileen Fisher

MY BROTHER

My brother's worth about two cents,
As far as I can see.
I simply cannot understand.
Why they would want a "he".

He spends a good part of his day
Asleep inside his crib,
And when he eats, he has to wear
A stupid baby bib.

He cannot walk and cannot talk
And cannot throw a ball.
In fact, he can't do anything --
He's no fun at all.

It would have been more sensible,
As far as I can see,
Instead of getting one like him
To get one just like me.

Marci Ridlon

WHAT DO YOU THINK HIS DADDY DID?

Not in all of time, I think
Has there been such a do, such a do, do, do
As there was the day I spilled the ink,
The red ink, into my daddy's shoe.

The shoe was white, the ink was red.
But not as red as my daddy got
When he looked at me. And what he said
Was a little loud and a little hot.

No, not as loud and not as hot
As a gun going off with a boom, boom, boom.
But all the same he said a lot
Before he sent me up to my room.

...I am here in my room and I can't forget
What Daddy said. Not a word of it.
Forget? My goodness no! Not yet.
So far I can't sit!

John Ciardi

Naming the Baby

Father said, "Call him Anthony";
But Uncle Jonathan said, "Peter."
Mother thought "Oliver" was sweeter.
Sister liked "Stephen," and finally,

After we'd scoured a dozen books,
We compromised on "Richard James."
And now we call him by such names
As "Cookie," Sugarplum," and "Snooks!"

May Richstone

Our Baby

Our baby came home
With Daddy and Mother
And I came along
To be his brother,
And now
We are four
At the door
For each other.

Myra Cohn Livingston

Uncles

Mark has an uncle
name of Michael --
gives Mark rides
on a motorcycle.

Ann has an uncle
name of Andy --
has a good job
and brings her candy.

I have an uncle
name of Stephen ...
hasn't a job
or BICYCLE even!

Aileen Fisher

Nora

I was not sleeping when Brother said
"Good-bye!" and laughed, and teased my head;

And went like rockets, out of door,
As he has done most days before,

But it was fun to curl between
The white warm sheets, and not be seen,

And stay, a minute more, alone,
Keeping myself for my very own.

Gwendolyn Brooks

FINGERPLAYS

This is our Mother
(Point to the thumb)
This is our Father
(Point to the index finger)
This is our brother tall
(Point to the middle finger)
This is our sister
(Point to the ring finger)
This is our baby
(Point to the little finger)
Oh, how we love them all.
(Cross your arms and hug yourself)

First is the Father, who brings us our bread;
(touch each finger in turn beginning with the thumb)
Then comes the Mother, who puts us to bed;
Next is the brother, who plays with his ball;
And this is the sister, who cuddles her doll;
But this is the baby, the last of all.

JAPANESE FAMILY UNIT

FAMILIES IN JAPAN

UNIT OBJECTIVES

To know that families in Japan have the same composition as families in the United States, i.e. mother, father, brothers, sisters, grandmother, and grandfather.

To locate Japan on a globe and a world map.

To determine that Japan is composed of islands.

To contrast the clothing styles of traditional Japanese dress with western clothing styles.

To identify the importance of rice to Japanese families and Japanese farmers.

To find goods in our school, homes, and communities that come from Japan.

To identify the special features of Japanese homes, how the rooms are utilized, and how they are built.

To learn the customary ways of celebrating Japanese holidays.

To make simple animals of folded paper (origami).

To learn how Japanese children write (simple calligraphy).

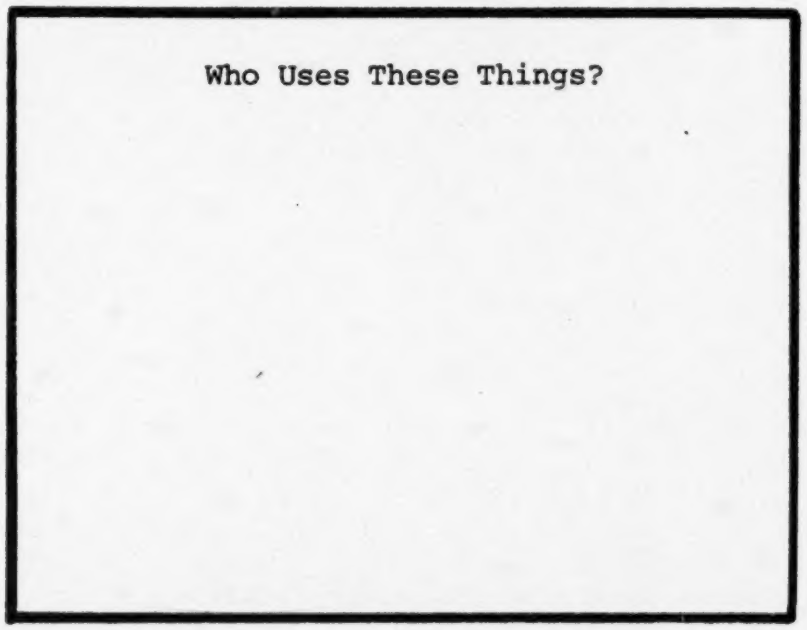
To play traditional Japanese games.

To learn the routines of the family and the roles various family members play.

To compare family life in Japan with family life in the United States.

MOTIVATION TO JAPANESE FAMILY UNIT

Before beginning the unit prepare a bulletin board entitled, "Who uses these things?" On the bulletin board place items that are made in Japan. Most of the items can be bought very cheaply at a dime store; for example, chopsticks, toys, glassware, shower thongs, straw hats, rice, tea, artists' paint brushes, pearls, puppets, kites, and lacquer ware.



Spend a part of a period looking at and discussing the items on the bulletin board. Allow the children to identify the items and answer the question on the bulletin board. When they have suggested that they or their families use the items, state that people in another part of the world also use these items. Continue that while we may use the items, all of the items on the bulletin board were actually made in Japan. Write the word, Japan, on the board. Locate the United States and Japan on the globe. Imbed American and Japanese flags into clay bases on the globe. Show where Japan is in relation to the United States. Discuss the size of Japan. Show that it is a small country surrounded by water.

Introduce the word island.

It is intended that in this unit the children raise their own questions about what they would like to know about Japan. These questions should be used to structure the unit. The teacher should select various activities and materials to help the children answer their questions. Since the children probably have had limited opportunities for question-raising, it is suggested that pictures 1, 3, 4, 5 and 6 of the Silver Burdette, "Living in Japan" pictures and the picture, Theme 14, Picture A from the Harper Row Social Studies pictures be used as motivation to stimulate student questions. The children should attempt to identify the objects and activities shown in each picture. One or two questions about each picture should be formulated relative to what life is like in Japan. For example, with Picture 1, the teacher should ask, "What all the people in the picture are doing?" Next ask the children to mark those things that are different in this dinner scene from a dinner scene of our families. Such marks can be made using an overhead marking pen. After looking at the picture it is probable that the children might ask questions such as the following:

What are the Japanese eating with?

Why don't the Japanese use forks, knives and spoons?

Why don't they sit on chairs?

What do the Japanese eat?

As the children look at Picture 3, the teacher should ask questions of the following type:

What can you mark that will show us that it is raining?

What do the Japanese wear to protect them from the rain?

Why don't they wear raincoats?

Who do you think the women in the picture are?

Circle something the mother wears to keep her feet dry. How is it different from what the children are wearing?

Where do you think these mothers and children are going?

If these children are going to school, what might we want to know about their schools?

Probable questions from the children will be:

What is school like in Japan?

Do Japanese children go to kindergarten?

What will the mothers do while the children are at school?

As the children examine Picture 4, the teacher might ask:

What do you think the children are doing?

Who do you think the woman is?

What do you notice about the children's clothing?

Mark things in the picture that tell you what the weather is like.

Possible questions from the children might be:

What do the children do at school?

Why do they all wear clothes that are alike?

In presenting Picture 5, state that this picture shows children at school. Ask the children what they think the boys and the girls are doing. Ask the children to mark what seems unusual about the picture.

Probable questions from the children:

Why don't the children wear shoes in school?

What else do the children do besides learn to draw and read?

Present Picture 6 and state that this shows a farm house and farm buildings in Japan. Ask the children to determine answers to the following questions:

What do you think the roofs of the buildings are made of?

What season of the year does the picture show? Mark something that tells you.

Mark something in the picture a farmer is carrying without using his hands. Why do you suppose he carries things this way? Why is there so much water in the field? What do you think the farmer is growing? Circle some plants that have already been picked. Circle some plants that are still growing.

Possible questions from the children:

Why do they build their homes so close to the river?

Why do they grow crops so close to the river?

What plants do they grow in Japan?

Present the Theme 14 Picture A from the Harper Row Social Studies pictures and ask the children:

What do you think the farmer is doing?

Why is the field flooded with water?

Is the farmer planting or harvesting the plants?

Probable questions from the children:

What is the main crop of Japan?

What do the Japanese families eat?

What pets do the children have?

Do the Japanese raise any animals?

The teacher must record the children's questions so that they can be referred to as the children work through the unit. As the children find answers to their questions they should develop a group answer and the teacher should record their answers in written form.

ACTIVITIES - JAPANESE FAMILY UNIT

The following activities and materials should be used to help the children answer their questions.

- - - During the unit, the Silver Burdette Pictures should be used again after the children have seen one of the films or after the teacher has read them several books about Japan. The teacher, in presenting the pictures, should stress the background information and picture text sections of the manual to provide factual information for the children.

- - - Bring in uncooked rice for the children to see and feel. Measure the volume of the uncooked rice. Cook the rice. Let the children see how it changes in volume and texture. Provide several sets of chopsticks and allow the children to try them. Compare using chopsticks to a baby using silverware. Lead the children to generalize that many of the things we do must be learned, and that with practice many things become easier.

- - - Make a comparison between a Japanese farm and an Iowa farm to help the children see that the Japanese farmer raises rice just as Iowa farmers raise corn. Have the children find out if any of their parents raise rice on their farms. Write a letter to one of the children's fathers who is a farmer asking him to explain in a return letter why he does not grow rice.

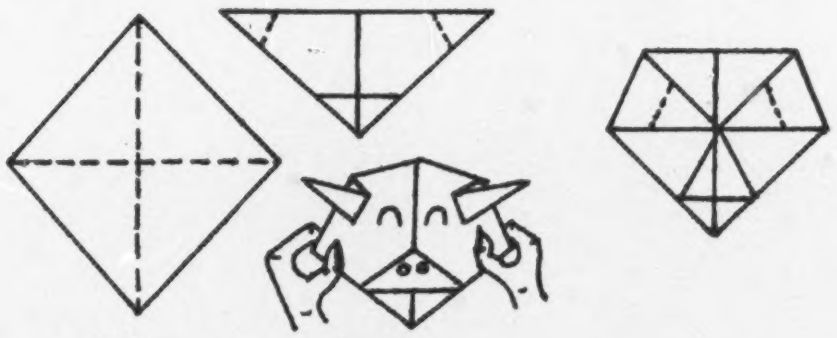
- - - Discuss the conditions that most plants need in order to grow. Stress that rice must have large quantities of water to grow (go through

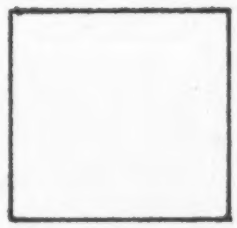
the rice cycle) while other plants, such as cactus, need very little water. With the class, set up an experiment with three identical plants. Plan to water one plant once a day, one plant three times a day, and the other not at all. Carry on the experiment for two weeks or longer if necessary. Encourage the children to speculate on the results. Make a chart with the following headings:

	What We Think Will Happen	What Really Happened
Plant I		
Plant II		
Plant III		

- - - Play the following game which Japanese children enjoy. The game is played with masks. One group can play while the other group watches. Each child cuts an oval paper shape big enough to cover his face. He attaches it over his face with string. Then the leader says, "Paint an eye, Paint a nose, etc." The children use paint, chalk, or crayon to draw features on the masks while wearing them with humorous results.

- - - Show the children several examples of origami made by the teacher or older children. Show the children how to make a simple pig. Fold a square of paper on the dotted lines. Draw eyes and a nose. Hold the pig as shown and move your hands. The pig's mouth will open and close.





Use colored paper six inches square.

Fold the square like this.

Fold down the top tips this way.

Fold the corners this way.

Now your paper looks like this.

Turn it over and make a cat's face on it.

- - - Tell the children that in Japan, not only children, but entire families go to see puppet shows. The puppets act out serious stories and the audience may stamp, shout, laugh, and cry. Some plays in Japan (Kabuki Plays) are like puppet shows except that people act like string puppets. Show the children how string puppets work and then allow the children to act out a play. Choose some simple story that the children know for the story line.

- - - A comparison could be made between the Japanese flag and the United States flag. After the children have expressed the knowledge they have about the American flag, the teacher should explain the background of the Japanese flag and show on a globe or map why Japan was called the Land of the Rising Sun.

American Flag:

> The details of the American flag were voted on by the Continental Congress on June 14, 1777. It was agreed that the flag should have thirteen stripes - one for each state - alternately red and white. It was also to have thirteen white stars - one for each state - on a blue field. For a time a new stripe and star were added whenever a new state joined the Union. In 1818, the number of stripes was reduced to thirteen, with a star being added for each new state.

Japanese Flag:

> Europeans always thought of the Orient, and Japan in particular, as that part of the world which receives the rays of the sun first. Therefore, they called Japan the East and their own section of the world as the West. Japan likes to think of herself as the Land of the Rising Sun. The Japanese once believed that their Emperor was a direct descendant of the Sun Goddess which is shown in the flag. Long ago the Japanese Emperor, Kotoku, formally adopted the name of Nippon for Japan, which means the source of the sun.

- - - Using paint brushes and tempera paint the children should attempt to write as Japanese children write. Japanese writing is called calligraphy and utilizes Chinese characters or idiographs. By the end of the sixth grade, Japanese children are expected to know eight hundred characters.

Show the children several examples of Japanese calligraphy and then show them how to hold the brush and how to make the strokes. Compare the procedure for writing Japanese style with the American procedure of holding a pencil and writing. After the children have tried to make the numbers one through four or the characters for family, ask the children if it was easy or difficult. Help the children to see that holding a pencil properly for American script was difficult for many of them at first but that with practice it became easier. The same is true of Japanese calligraphy - with practice it becomes easier. The samples of Japanese calligraphy should be large as the children will have difficulty making even large Japanese characters.

The purpose of the activity is not for the children necessarily to reach any stage of perfection at Japanese calligraphy, but rather provide the children with the experience of Japanese calligraphy which Japanese children learn. A valuable generalization would be for the children to state that what Japanese children learn is sometimes difficult just as what they learn is sometimes difficult. The children may not state the generalizations in those exact words but will be able to make the generalizations.

In Japanese the word for man is hito (hee-toe). It is written like this:

This is a kind of picture writing. The Japanese borrowed it from the Chinese. The Japanese also have two alphabets of their own.

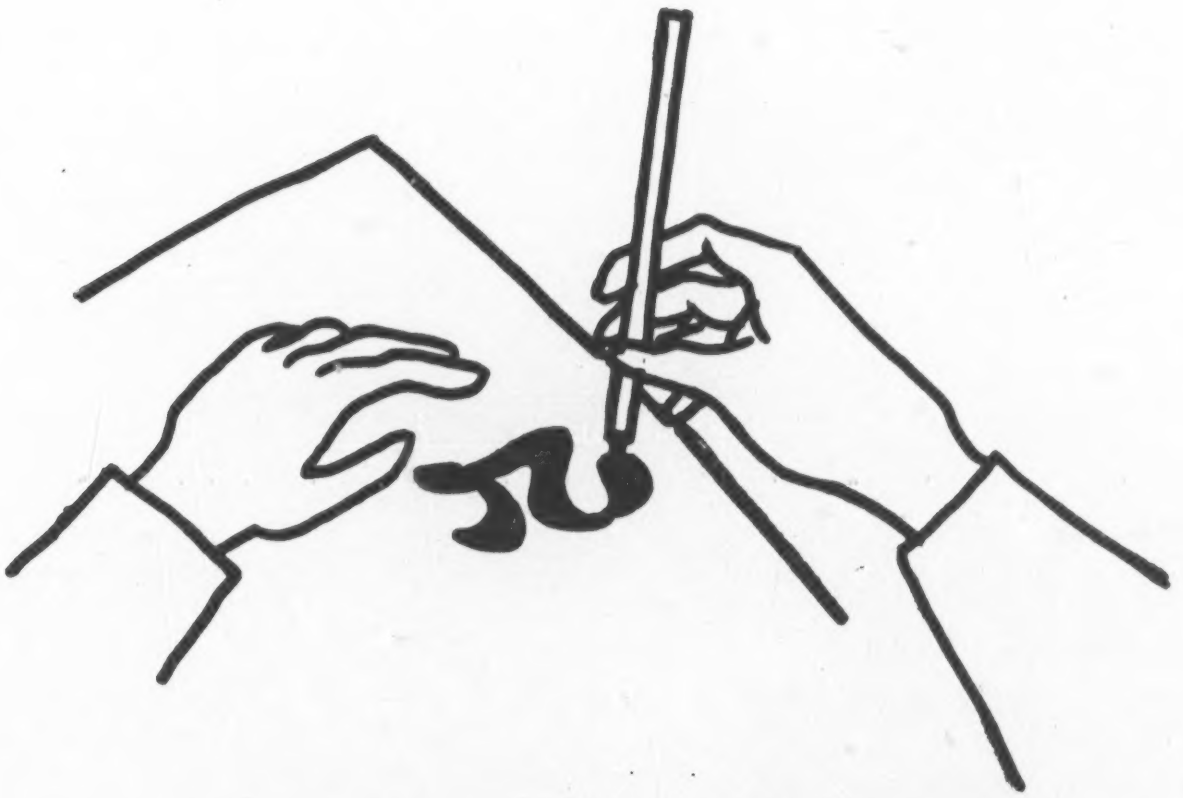
Japanese children learn to write numbers in picture writing. They learn to write like this.

one two three four

UCHI
family

IE
family

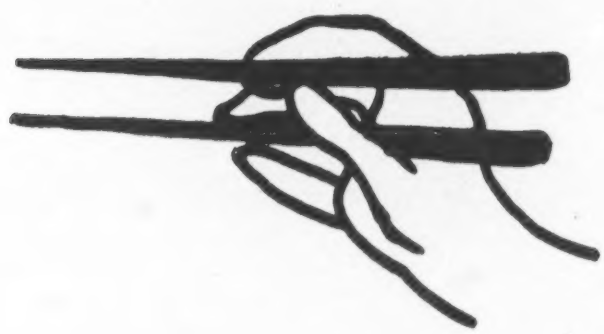
Sit up straight to do Japanese calligraphy. Keep your brush arm about two inches up from the desk.



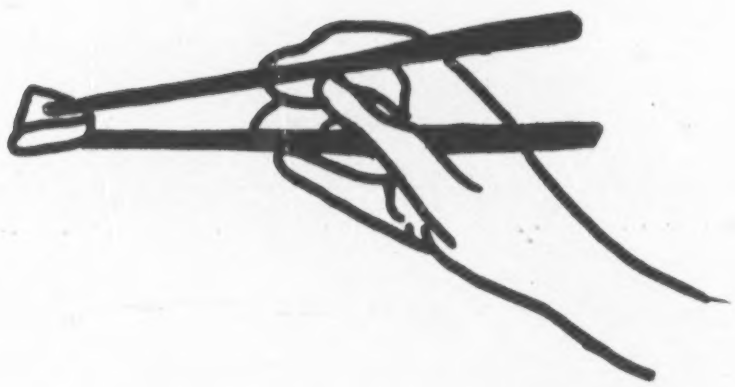
Hold the brush straight up, using your thumb and first three fingers. Hold the paper with your other hand. Bring the brush straight down to make a stroke. Stop when the end of the brush touches the paper. Stop at the end of the stroke and bring the brush straight up.

HOW TO HOLD CHOPSTICKS

1. Hold one chopstick between the base of your thumb and your hand. Rest the end on the tips of your last two fingers.



2. Hold the other chopstick between the tips of your thumb and first two fingers.



3. To pick up something move the top chopstick up and down.

- - - Celebrate the Feast of the Dolls and the Boys Festival in the classroom, allowing the children to bring in objects for display. The Japanese love to have parties and celebrate festivals, therefore a great many holidays are celebrated in Japan. Girls used to have a special holiday on March 3rd called the Feast of the Dolls. Now the holiday is celebrated on Children's Festival Day, the fifth of May. On this day each girl displays her set of dolls which may include dolls that are so exquisitely made and expensive that they have become heirlooms and are handed down from generation to generation. (The first dolls of Japan were not toys but were representations of gods or human beings - the original dolls were to protect family members against sickness, calamities, or evil influences.) On the day of the Feast of the Dolls all of a girl's dolls are placed on a five to seven tiered shelf covered with bright red material. The dolls of highest honor or importance occupy the top shelf with the lesser dolls on the lower shelf. Although the dolls are beautiful, they are meant to be displayed and not to be handled. After the festival display, which often lasts a month, the dolls are tenderly wrapped and put away for another year. During the month, girls visit each other's to admire each other's dolls.

- - - The Boys Day Festival relates back to early farmers attempting to frighten away insects by means of bright banners and grotesque figures. Later the boys began to fly carp kites in memory of the story of the carp.

> Every boy is brought up on the story of the carp, a fish which swims against strong currents. Because the carp is not a lazy fish lying around in comfortable

> and sunny pools but a real fighter as it swims upstream to lay eggs, every Japanese boy hopes he may grow up as strong and courageous as the carp. And how proud the families are of the carp flying from their roofs. There should be a carp for each boy in the family. Tied to a bamboo pole above the roof they proudly swim against the breeze, their sides swollen with the wind, looking very fat and merry.[1]

- - - Displays of samuri, or warrior, clothing such as armor, helmets, and leg guards are placed in the home. In modern homes these articles are supplemented by carefully conceived models of Japanese shops, inns, boats, toys - small objects to be handled carefully and preserved from one year to the next.

Both the Feast of the Dolls and the Boys' Festival are now celebrated by most Japanese to honor all children in one holiday on the fifth of May.

- - - Turn a bag kite into a carp to celebrate Children's Festival Day. Take a paper bag, odd shaped pieces torn from colored tissue or construction paper, yards of yarn, pieces of cloth and bands of every kind and turn it into a bag kite. Add yarn handle and 20" cloth tail. Allow the children to go outdoors and feel the resistance as the bag fills with air.

1 Vaughn, Josephine Budd. The Land and the People of Japan. (New York: J. B. Lipppincott & Company), 1952.

- - - Read the book Eva Visits Noriko-San, by Anna Riwkin-Brick, to the children as source material about Japanese homes and family life. After reading the book, have the children make comparisons between Japanese and American homes and list the comparisons on a chart.

How Japanese and American Homes Are Alike	How Japanese and American Homes Are Different

- - - Make a display of items from the school and the children's homes that were made in Japan. Motivate the children to be able to read, "Made in Japan" on the items. Include items in the display such as cameras, tape recorders, toys, sandals, dishes, lacquered ware, glassware, etc.

REFERENCES: AVAILABLE JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

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Matsuno, Masako. Chie and the Sports Day. (New York: World), 1965. (FIC)

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Schloat, G. Warren. Junichi, Boy of Japan. (New York: Knoph), 1964. (915.2 SCH)

Solem, Elizabeth K. Yukiko and a Japanese Carnival. (New York: Encyclopedia Britannica), 1947.

Yashima, Mitsu. Plenty to Watch. (New York: Viking), 1954. (915.2 YAS)

FILMS: AVAILABLE FROM JOINT COUNTY INSTRUCTIONAL MATERIALS CENTER

915.2 Children of Japan

Consignment films are also available from the Joint County Instructional Materials Center.

TEACHER INFORMATION

I. Physical Characteristics of the Japanese

A. The Ainu were probably the original inhabitants of the islands, but were pushed back by waves of Chinese, Korean, and Polynesian immigrants. The majority of Ainu now live in Hokkaido while others have been integrated into Japanese stock.

1. The Japanese generally have yellowish skin, dark eyes, prominent cheekbones, and straight, black hair.

2. Their eyes seem slanted because of epicanthic fold.

3. Their legs are short in proportion to their body, but this is rapidly changing. Postwar children are quite long-legged.

4. They generally have short and stocky build. Research indicates, however, that size and body proportions are increasing due to dietary changes and a change in sitting habits.

II. Clothing of the Japanese

A. Today most Japanese wear a mixture of traditional and Western style clothing. Western dress is generally seen on city streets, but many wear traditional dress at home. It is not unusual for parents to wear traditional dress and their children Western style clothing.

1. Traditional clothing items include the items listed below.

a. A komono...a long loose robe. Both men and women wear komonos.

b. An obi...an elaborate sash worn around the waist.

c. An haori...a short jacket worn over a komono.

d. Tabi...mitten-like socks worn with geta.

e. Geta...elevated clogs removed before entering homes and schools.

f. Zori...flat sandals worn inside the house.

2. The majority of school children wear uniforms to school:

a. Girls wear dark pleated skirts, navy or white middies, and Western shoes.

b. Boys wear dark shorts or pants, white shirts, sweaters or black jackets, and Western shoes.

III. Housing of the Japanese

A. Japanese homes in the city are small and closely crowded together. Some sections of the cities are ghettos or slums. Congestion is caused by worker migration to the city and the industrial explosion.

1. Most homes have a wall or fence surrounding them, shielding them from neighbors and passers-by. Their openings onto the street from the garden.

2. Exteriors are made of natural materials: bamboo or rush. No paint or varnish is used.

3. The exterior walls are often movable so that they can be opened during the summer. Large wooden shutters can be slid out of storage to cover entire wallspace covered already by sliding paper doors adding extra warmth and protection.

4. Rooms in Japanese homes are measured by the number of thick straw (rush) mats. A 3' x 6' mat is considered enough room for one man. City homes often have 4½' x 6' mat rooms. Standard room sizes are:

   a. 3 mat (6' x 9')

   b. 4½ mat (9' x 9')

   c. 6 mat (9' x 12')

   d. 8 mat (12' x 12')

5. There are few fixed interior walls. Partitions are made of rice paper and used to divide rooms. They may be removed completely or pushed to one side to make larger or smaller rooms. All rooms in Japanese homes, with the exception of the kitchen, are multi-purpose. The same rooms are used for eating, sleeping, and entertaining. Japanese homes have little furniture.

B. Because of the threat of earthquakes and tremors, few multi-level buildings have been built. Few apartment buildings rise more than four stories.

   1. Earthquake Precautions also affect single family dwellings.

      a. There is a supporting column in the center of the home.

      b. Nails are not used in building as all wood pieces are fitted together.

      c. Homes are built without basements. The floors are just raised off the ground.

      d. Roofs are made of tile or thatchings.

C. In Japanese homes all members of the family use the same soaking water for their baths.

1. The Japanese soap, scrub and rinse themselves off before they enter the tub.
2. The bath water is very hot and the Japanese spend relatively long periods of time in the bath.

IV. Family Life of the Japanese

A. The father is the head of the house with special attention given to the eldest boy.

B. The mother is in charge of household tasks and traditionally did not reach full status until she became a mother-in-law. Today, however, she attains full status when married.

1. Japanese women seldom accompany their husbands to social events.
2. Women and old people generally assume the responsibility for the farms.
3. Foods that are familiar to Americans and common to the Japanese include sweet potatoes, fish, pickles, rice and tea.
   a. Foods that are also common to the Japanese include bean curd, bamboo sprouts, kumquats (a small fruit about the size of an olive), and loquats (fruit about the size of a pear).

SPRING - SUMMER UNIT

OBJECTIVES - SEASON UNITS

To be able to name the four seasons.

To construct a chart or bulletin board for each season illustrating how the change in seasons affects peoples lives: clothing, daily activities, disposition, school life, food and physical health.

To identify how the change in seasons affects the foods we eat as well as those available from the local community.

To compare the amount of sunlight present in fall, winter, and spring and to conclude that the amount of daylight decreases in the fall and increases in spring.

To construct charts or bulletin boards to illustrate how the change in the seasons affects animals: the animals one sees; physical changes in the animals such as size and animal families; the foods animals eat; changes in size.

To identify and document that change constantly takes place in the world.

To illustrate how the four seasons differ.

To identify the changes that characterize each season.

To illustrate how the change in seasons affects the life of the children - clothing, daily activities, disposition, school life, foods available, and foods we eat.

To identify how the change in seasons affects families - a family's work and a family's fun.

To recognize that change is constant and to identify how people and animals prepare for the change in seasons.

To document that days get shorter in fall and longer in spring.

GENERAL REFERENCE BOOKS

SEASON UNITS

Abisch, Roy., Open Your Eves. (FIC)

Fisher, Aileen., Going Barefoot. (FIC)

Fisher, Aileen., In the Woods, In the Meadow, In the Sky. (FIC)

Fisher, Aileen., I Like Weather. (FIC)

Fisher, Aileen., Like Nothing at All. (FIC)

Kuskin, Karla., The Bear Who Saw the Spring. (FIC)

Mizumura, Kazue., I See the Winds. (FIC)

Sendak, Maurice., Chicken Soup With Rice. (FIC)

Shapp, Charles., Let's Find Out What's Big & Small. (FIC)

Showers, Paul., Find Out by Touching. (FIC)

Showers, Paul., The Listening Walk. (FIC)

Warburg, Sandol., Curl Up Small. (FIC)

Wright, Ethel., Saturday Walk. (FIC)

Zion, Gene., All Falling Down. (FIC)

Zolotow, Charlotte., A Tiger Called Thomas. (FIC)

MOTIVATION TO SPRING UNIT

Once again it is not intended that the spring unit follow immediately after the winter unit. It will be necessary to wait several weeks before beginning the unit, until the children can easily identify that the season is changing.

As motivation to the unit the teachers might begin by collecting in a cardboard box samples of clothing worn during the winter. She could begin the lesson by stating that she has noticed something different about them recently. The articles in the box could then be taken out, one by one, and identified. As the children talk about the items, it is important that they generalize that they are no longer wearing most of the items. The teacher should then ask the children to explain why they are no longer wearing the various clothing items. When the children have generalized that the season of the year is changing, the children will be able to state an overall problem for the unit: "How does spring differ from winter and fall?" The children will then be able to state in question form several aspects of their environment that they will need to explore if they are going to understand spring.

What kinds of work do people do in the spring?

What kinds of food do people eat in spring?

What animals and birds can be seen in spring?

Why does our clothing change in the spring?

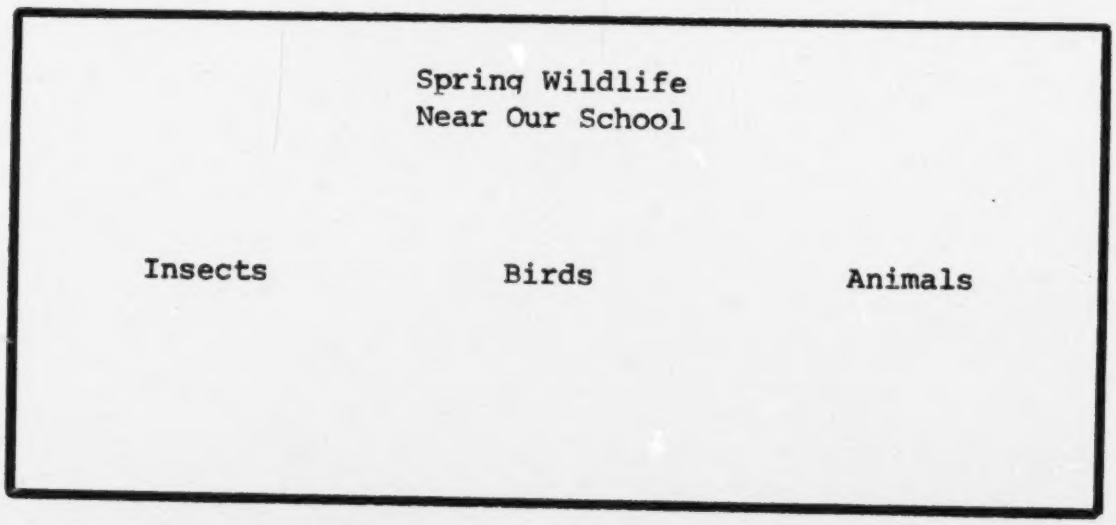
How do we prepare for spring?

What kinds of games can we play in the spring?

- - - Make life-size drawings of the children. Follow the procedure that was used in the fall. When the drawings are finished, each child's two drawings should be placed up in the classroom. Use the drawings as source material to document how the children have changed (physical features, clothing, muscle dexterity). Discuss why the children have changed and how these changes have affected them and their families.

- - - Record the temperature using both indoor and outdoor thermometers on the first day of school. Keep the temperature readings and place them on the seasons charts as they are developed. The temperature should be recorded on the same day every month (the day that school began). This day should be marked on the calendar at the beginning of each month.

- - - The bulletin board, "Wildlife Near Our School", should be developed with the children's help after the neighborhood walk. The pictures and captions designed by the children should be placed with the spring chart.



A chart or bulletin board can also be developed entitled, "Something I Know About the Wildlife in the Community." This chart can be used as a summary of the things observed and learned about the season.

- - - Bring to class a newspaper which contains several advertisements for clothes and recreational equipment. Discuss what the advertisements tell us about the season. One advertisement should be clipped and put on each seasonal chart so that they can be used as documentation at the end of the year that not only do seasons change, but that the needs and wants of people change through the year.

- - - Charlotte Zolotow's book, The Storm Book, should be used in the Spring Unit to help the children understand the progress of a thunderstorm from the first faint rumbles of thunder to the last pitter-pats of of the raindrops. Time should also be taken to help the children understand their fears about thunder and lightening and to understand what thunder and lightening are.

- - - During the spring unit the book, A Tree is Nice, by Janice May Udry should be read to the children. After discussing how nice a tree can be, the children should be provided paper for illustrating why they feel a tree is nice. The drawings should be entitled "A Tree is Nice Because".

A Tree is nice because
_____.

- - - Note each month on the day the temperature is recorded whether it was dark when the children got up and/or dark when the children ate supper. This will reinforce the concept that days get longer and shorter.

- - - Count the number of rainy days, snowy days, sunshiny and windy days on the calendar. Determine the weather for the majority of days.

- - - Have the children draw pictures of the clothing they wear in spring. After the children have made their drawings, give them back their drawings of clothing from summer, fall, and winter. Have the children compare their spring clothing and their summer clothing, their fall clothing, and their winter clothing. Decide when their types of clothing are similar and why. Put the drawings into booklet form entitled, "My Clothing and the Seasons."

- - - Post magazine pictures showing rainy, snowy, and sunshiny scenes, hot and cold weather scenes, windy and still scenes. Have the children point to the pictures that are similar to today's weather and tell what in each picture makes them think it shows warm, windy, or cold weather, for example.

- - - By using oral descriptions of weather situations the children's ideas about the effects of hot and cold can be extended. Place three large drawings on the chalkboard or paper thermometers, one showing the liquid high in the tube, the second with the liquid about halfway up in the tube, and the third showing the liquid low in the tube. The numbers and scale may be omitted. The teacher should describe situations relevant to each thermometer. Then if the teacher feels the children are

interested and capable, the children should be allowed to describe situation involving the weather elements of temperature.

Examples of situations are:

1. One day my mother looked at the thermometer. Then she got our winter clothes. Was the thermometer reading high or low?
2. One night I looked at the thermometer. I decided to let our dog sleep in the house and not make him stay outside. What did the thermometer read?
3. One Saturday I looked at the thermometer and decided to go swimming. Where was the thermometer liquid?
4. My father saw that the thermometer had changed. Then he went to the basement and turned on the furnace. Was the thermometer reading high or low?

- - - Take a neighborhood walk. Have each child carry a paper bag with his name on it. Allow the children to collect specimens of the things observed on the walk. It would be extremely valuable if the teacher carried a polaroid or other small camera and took photographs of the various things the children observe. The items collected should be the reference for a discussion of the activities of people and other living things in the spring. The spring walk should center on sight and color. On their return to the classroom, the children should be able to categorize the items collected and observed according to colors. The children could develop charts of the things observed by colors. The book,

Open Your Eyes, by Roz Abisch should be read to the children before they take the neighborhood walk.

Questions to explore on the walk:

How have things changed since our winter walk?

What items can be collected to show that spring has come?

What colors can we see?

What is happening to the trees, grass, and gardens?

What animals can we see?

- - - The charts from fall and winter should be placed in the room and time should be spent comparing and contrasting the seasons. The children should be given paper and drawings made . . .

I like _____ because _____.

- - - Time should be spent summarizing and generalizing what the children have learned about the seasons during the year. Any and all ideas of the children should be accepted by the teacher. The children should be presented with the statement, "People and animals do not change during the year", and asked to show by a drawing how they can prove or disprove the statement. The importance of the activity is to help the children concretely show that change is constant and a part of their life every day. After the drawings have been made and explained by the children, they should be able to generalize that change is constant, that they have changed during the year, and that they have been affected by changes in the seasons.

References: Available Joint County Instructional Materials Center

Abisch, Roz. Open Your Eyes (FIC)

Branley, Franklyn M. Rain and Hail. (551.5 BRA)

Earle, Olive L. Squirrels in the Garden. (599 EAR)

Eberle, Irmengarde. Bears Live Here. (599 EBE)

Froce, Charles. Bear Cub. (599 FRO)

Humphreys, Dena. Animals Every Child Should Know. (599 HUM)

Kay, Helen. City Springtime. (FIC)

Krouss, Ruth. A Hole is to Dig. (FIC)

Kuskin, Karla. James and the Rain. (FIC)

Lenski, Lois. Spring is Here. (FIC)

Mannheim, Gene. Farm Animals. (636 MAN)

Mc Clung, Robert M. Stripe. (599 MCC)

Milhaus, Katherine. The Egg Tree. (394.268 MIL)

Parrish, Jean. Forest Babies. (599 PAR)

Tresselt, Alvin. Hi, Mister Robin. (FIC)

Tresselt, Alvin. Rain Drop Splash. (FIC)

Tresselt, Alvin. Sun Up. (FIC)

Udry, Janice. A Tree is Nice. (FIC)

Zolotow, Charlotte. The Storm Book. (FIC. ZOL)

Films: Joint County Instructional Materials Center

591.5	ANI	Animals in Spring
372.35	CHI	Children in Spring
525	SPR	Spring Comes Again - The Story of Four Seasons
630.1	SPR	Spring on the Farm
525.5	SEA	Seasons of the Year

Films: Consignment Films are also available from the Joint County Instructional Materials Center

Filmstrips -- Mid-Prairie Elementary Library -- Wellman

13 Spring is Here File B Drawer 6

P O E T R Y

Galoshes

Susie's galoshes
Make splishes and sploshes
And slooshes and sloshes,
As Susie steps slowly
Along in the slush.

They stamp and they tramp
On the ice and concrete,
They get stuck in the muck and the mud;
But Susie likes much best to hear
The slippery slush
As it slooshes and sloshes,
And splishes and sploshes,
All around her galoshes!

Rhoda Baemeister

Mud

Mud is very nice to feel
All squishy squash between the toes
I'd rather wade in wiggly mud.
Than smell a yellow rose.

Nobody else but the rosebush knows
How nice mud feels
Between the toes.

Dorothy Aldis

My Nose

It doesn't breathe, it doesn't smell;
It doesn't feel so very well.
I am discouraged with my nose;
The one thing it does is blows.

Dorothy Aldis

Time Now for Spring

Holes are in clouds
It's raining in town.
Umbrellas are up
And puddles are down.

Rubbers are walking.
Birds start to sing.
Flowers are popping.
It's time now for spring.

Marlene Glaus

The Seasons

Spring is showery, flowery, bowery.
Summer is hoppy, croppy, poppy.
Autumn is wheezy, sneezy, freezy.
Winter is slippy, drippy, and nippy.

Mother Goose

The Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the Flea.
He caught the minnow.
But he didn't catch me.

Vachel Lindsay

In the Treetops

Wind plays in the treetops,
wind sways in the treetops,
wind stays in the treetops,
up where it's green and high.

Wind springs through the treetops,
wind sings through the treetops,
wind swings through the treetops.
I wish that so could I.

Aileen Fisher

Wind is a Cat

Wind is a cat
     That prowls at night,
Now in a valley
     Now on a height.

Pouncing on houses
     Till folks in their beds
Draw all the covers
     Over their heads.

It sings to the moon,
     It scratches at doors;
It lashes its tail
     Around chimneys and roars.

It claws at the clouds
     Till it fringes their silk,
It laps up the dawn
     Like a saucer of milk;

Then, chasing the stars
     To the tops of the firs,
Curls down for a nap
     And purrs and purrs.

Ethel Romig Fuller

Pussy Willows

Close your eyes
and do not peek
and I'll rub Spring
across your cheek --
smooth as satin,
soft and sleek --
close your eyes
and do not peek.

Aileen Fisher

When Spring Appears

Meadowlarks
give lusty cheers
when spring appears,
when spring appears.

Buds and seeds
pick up their ears
and blades of grass
show eager spears.

And only icicles
weep tears
when spring appears,
when spring appears.

Aileen Fisher

Rain

The rain is raining all around,
    It falls on field and tree,
It rains on umbrellas here,
    And on ships at sea.

Robert Louis Stevenson

The Kite

What do you see where you ride, kite,
close to the roof of the sky,
higher than swallows glide, kite,
higher than robins fly?
What do you see?

How does it feel when you race, kite,
whisked by a current of air,
wind in your paper face, kite,
wind in your trading hair?
How does it feel?

Can you see how the river swirls, kite,
glinting its way along,
how the road through the hills uncurls, kite,
thin as a buckskin thong?
Take me along, along, kite,
take me along!

The Sun

Every day coming,
every day going,
bringing a goldness
out of the black,

Every day climbing
over the heavens,
sinking at sunset
soon to be back,

Coming and going,
going and coming,
leaving no footprint,
leaving no track.

Aileen Fisher

Holes of Green

Trees are full of holes --
between the leaves, I mean.
But if you stand away enough
the holes fill up with green.

Aileen Fisher

On the Wing

When the birds fly south
over hill and vale,
when the birds fly south
over sod and shale,
when the birds fly south
in a lively throng,
they take the last of summer along.

When the birds fly north
over town and plain,
when the birds fly north
over wood and lane,
when the birds fly north
with a burst of song,
they bring the first of spring along.

Spring Rain

The storm came up so very quick
     It couldn't have been quicker.
I should have brought my hat along,
     I should have brought my slicker.

My hair is wet, my feet are wet,
     I couldn't be much wetter.
I fell into a river once
     But this is even better.

Marchette Chute

Early Spring

I've looked in all the places
     Where flowers ought to grow.
I've pushed aside the branches
     And searched around below
For crocuses or violets
     Or else a buttercup, --
But not a one is showing
     They ought to hurry up.

Marchette Chute

How do You Know It's Spring?

How do you know it's Spring?
And how do you know it's Fall?
Suppose your eyes were always shut
And you couldn't see at all.
Could you smell and hear the Spring?
And could you feel the Fall?

Margaret Wise Brown

Raining Again

Raining again. And raining again.
Freckles of rain on the window pane.
It pricks into puddles like millions of pins.
For a minute it stops --
And then it begins.

And John flats his nose on the
Window pane
Watching and watching and
Watching the rain.
John can't remember
He's ever been
Any place else but
Always In!

Dorothy Aldis

Clouds

Wonder where they come from?
Wonder where they go?
Wonder why they're sometimes high
and sometimes hanging low?
Wonder what they're made of,
and if they weigh a lot?
Wonder if the sky feels bare
up there
when clouds are not?

Aileen Fisher

Go Wind

Go wind, blow
Push wind, swoosh
Shake things
take things
make things
fly.

Ring things
swing things
fling things
high.

Go wind, blow
Push things -- whee.
No, wind, no.
Not me --
not me.

Lillian Moore

Storm

In a storm
the wind talks
with its mouth open.
It yells around corners
with its eyes shut.
It bumps into itself
and falls over a roof
and whispers
OH...OH...OH....

Adrien Stoutenburg

Letter to a Robin in March

Dear robin who has gone away
From snow and icy rain,
We hope you'll soon be coming back
To visit us again.

We've written to the flowers,
The peach tree, and the plum,
To ask them back, and all of them
Said they'd be glad to come.

Kathryn Worth

Wind Song

When the wind blows
The quiet things speak.
Some whisper, some clang,
Some creak.

Grasses swish.
Treetops sigh.
Flags slap
and snap at the sky.
Wires on poles
whistle and hum.
Ashcans roll.
Windows drum.

When the wind goes --
suddenly
then,
the quiet things
are quiet again.

Lillian Moore

F I N G E R P L A Y S

"Caterpillar"

A fuzzy orange caterpillar
Climbed out upon a twig,
And there it spun a grey cocoon:
It wasn't very big
It slept all winter long
Until one summer day
A lovely orange butterfly
Came out and flew away.

(Left finger crawls out right finger and moves in circle to spin. Put head on folded hands to sleep. Hook thumbs together and move hands like butterfly wings.)

"Homes"

Here's a nest for Robin Redbreast (Cupped hands)
Here's a hive for Busy Bee (Clasped hands)
Here's a hold for Jack Rabbit (Form with hands)
And here is a house for me! (Hands over head form roof)

"The Turtle"

There was a little turtle who lived in a box,
He swam in the puddles, he climbed on the rocks,
He snapped at a mosquito, he snapped at a flea,
He snapped at a minnow, he snapped at Me!
He caught the mosquito, he caught the flea,
He caught the minnow, but he didn't catch Me!

(Make box with arms, then make swimming motions; let finger of right hand climb up left arm, thumb and fingers forming snapping mouth; clap once for each caught, and shake head for didn't catch Me.)

"Two Little Blackbirds"

Two little blackbirds sitting on a hill -
One named Jack, one named Jill.
Fly away, Jack; fly away, Jill.
Come back, Jack; come back, Jill.

(Thumbs are "birds", which "fly" behind back and then return.)

Houses

This is a nest for Mr. Bluebird, (cup both hands, palms up, little
fingers together)
This is the hive for Mr. Bee, (both fists together palm to palm)
This is a hole for bunny rabbit (fingers clasped together to make a hole)
And this is a house for me (fingertips together to make a peak)

Here is a bunny, with ears so funny -- (fingers form ears, hand forms head)
And here is a hole in the ground -- (hand on hip forms hole in ground)
When a slight noise he hears, he pricks up his ear
And jumps in the hole in the ground.

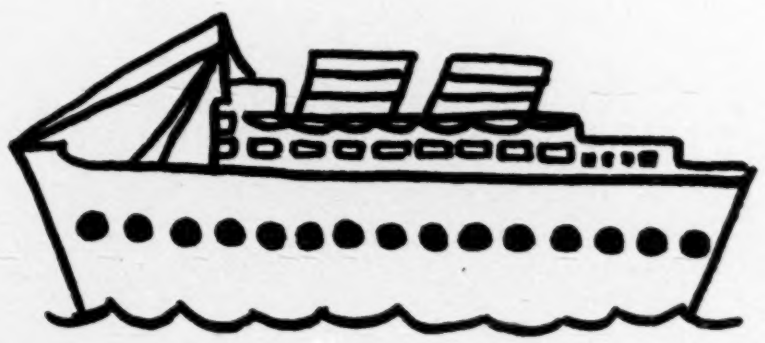
MOTIVATION -- SUMMER UNIT

At the conclusion to the seasonal units the teacher should shift the children's attention to the coming season, summer. At this point the children should be able to make a chart predicting what they think will happen during the summer season. The chart should illustrate summer activities they will participate in, summer work they and their families will do, summer trips they will take, summer clothing, summer weather, as well as summer holidays and birthdays. As the children finish the chart, they should be challenged to determine what they could do with their chart so that they will be able to look at it the following fall to document its accuracy. (Hopefully some child will suggest that they could look at their chart in the fall.) At this point the teacher will be able to motivate the children to the decision that they will take the chart with them to first grade. An explanation of the chart should then be written by the teacher and children to the first grade teachers. Since the children will not necessarily remain in the same grouping in first grade it is essential that the project be explained to the first grade teachers and that they agree that within the first week or two of school they will spend time with the children who worked on each chart. It may be necessary to pass each chart to each first grade teacher in order that each child see the chart he worked on. The first grade teachers should discuss the chart with each group and document the number of children who participated in each activity shown on the chart.

ACTIVITIES: SUMMER

Use the book, A Hole to Dig, by Ruth Krauss which defines everyday things in life - for example "a hole is something to dig". As summer approaches, sand piles and seashore shovels will have their time of year.

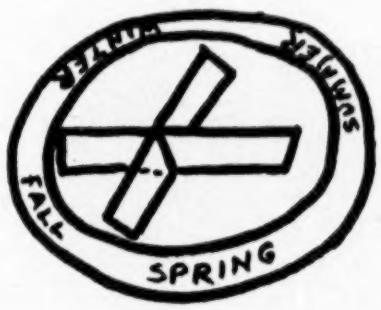
After reading A Hole to Dig give each child a piece of paper with a hole cut in it. Have the children peer through the holes and decide what kind of summer picture came through the hole. Then let them draw a picture. For example it might be a picture that puts a hole in a shoe that goes walking or a porthole in an ocean liner. With summer trips and travels, there may be holes in tires going pancake flat. The pictures can be made into a bulletin board display with the children's labels of their pictures beside each picture.



Marlene Glaus, From Thoughts to Words, Champaign, Illinois: NCTE, 1965, p. 45.

- - -Bring to class a newspaper which contains several advertisements for clothes and recreational equipment. Discuss what the advertisements tell us about the season. One advertisement should be clipped and put on each seasonal chart so that they can be used as documentation at the end of the year that not only do season change, but also that the needs and wants of people change through the year.

- - -Make a diorama of the four seasons to show the outstanding characteristics of each season. Use tagboard or thin cardboard to cut two large disks from the cardboard, one about an inch smaller in diameter than the other. Fasten the two cardboard disks together, the smaller one on top, with the paper fastener. Divide the top disks into four parts by standing cardboard dividers on it. Each section may represent one of the four seasons. Make a scene in each section that illustrates the most important characteristics of each season.



- - -Collect pictures which the children may sort according to the following categories:

Summer Clothing
Summer Activities
Summer Foods
Summer Fun
Summer Work
Animals Seen in Summer
Summer Weather

- - -Before the summer neighborhood walk is taken, the book, Find Out By Touching, by Paul Showers should be read to the children to motivate them to feel the differences of objects observed and collected on their walk. After the walk, make a listing of objects that feel differently.

- - -The Summer Snowman by Gene Zion can be used to review the season of winter and to illustrate how one could really have a Summer Snowman. The book is the story of two brothers who build a snowman near the end of winter. One of the boys places the snowman in his family's deep-freeze and, therefore, really does have a Summer Snowman on the Fourth of July.

- - -Summer Story by Maxine Kumin can be used with the children as the motivation for a group story about "What We Can Do In Summer, If We Try!" In the book the children attempt a zoo in a boat only to find that all the animals escape. The children's story can then be a continuation stressing what they can do in summer when school is out.

References: Available Joint County Instructional Materials Center

Fisher, Aileen. Going Barefoot. (811 FIS.)

Krauss, Ruth. A Hole is to Dig. (FIC)

Kumin, Maxine. Summer Story. (FIC)

Lenski, Lois. On a Summer Day. (FIC)

Low, Alice. Summer. (FIC)

Showers, Paul. Find Out By Touching. (FIC)

Zion, Gene. Summer Snowman. (FIC)

Films: Joint County Instructional Materials Center

630.1 SUM Summer on the Farm

590 Animals in Summer

Films: Consignment Films are also available from the Joint County Instructional Materials Center

Filmstrips: Mid-Prairie Elementary Library - Wellman

19 Summer is Here File B Drawer 6

P O E T R Y

Song of Summer

Here comes a bunny
The first to stray
Out of April
And into May.

And here comes a robin
The first to fly
Out of June
And into July.

Here are the fireflies
Last to remember
The end of August
And first of September.

And here comes a caterpillar
The last to creep
Out of summer
And into sleep.

Margaret Wise Brown

Bed in Summer

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet,
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day.

Unknown

Summer

When summer blues the skies
And thrushers sings for hours
And gold and orange butterflies
Float by like flying flowers ...
Although I squint my eyes
The way a thinker does,
Somehow, I just can't realize
That winter ever was.

Kaye Starbird